DOCUMENT RESUME

ED 162 068 CE 017 668

TITLE	A Report of a Study for Improving Personnel Development in Occupational Education for Illinois. Final Report.
SPONS AGENCY	Illinois State Office of Education, Springfield. Div. of Vocational and Technical Education.
PUB DATE	74
NOTE	87p.
EDRS PRICE	MF-$0.83 HC-$4.67 Plus Postage.
DESCRIPTORS	Administrative Personnel; *Career Education; Community Agencies (Public); Community Colleges; Educational Alternatives; *Educational Needs; Inservice Teacher Education; Instructional Staff; Interviews; Occupational Guidance; *Performance Based Teacher Education; Personnel Data; Personnel Needs; Schools of Education; Secondary Education; *Staff Improvement; State Agencies; Statewide Planning; Surveys; *Teacher Education; Vocational Counseling
IDENTIFIERS	Illinois

ABSTRACT

A study was performed to examine problems and opportunities associated with occupational education personnel development. Study objectives were (1) to define the career education concept in relation to occupational personnel development needs, (2) to analyze the need for personnel required to implement occupational education goals, (3) to describe Illinois' personnel development system components, (4) to suggest alternative program delivery models, (5) to develop recommendations and model implementation strategies, and (6) to identify problem areas requiring additional research or funding. Opinions and information were supplied by over 500 professional educators, teachers and administrators, state education agency personnel, and citizens throughout Illinois. Study activities included interviews, surveys, and identification of three major occupational education personnel categories. Sixty-six percent of the secondary schools and community colleges surveyed responded; this portion of the study revealed increased enrollment in occupational programs. Occupational education directors expressed a need for inservice staff development. A survey of Illinois teacher training institutions found a considerable amount of institutional resources available to serve occupational education personnel development. To meet alternative program development needs, it was suggested that institutions must increase their understanding of career education and development. Few developed occupational teacher education programs exist. The study yielded numerous recommendations. (CSS)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

ED162068

A REPORT OF A STUDY FOR IMPROVING PERSONNEL DEVELOPMENT IN OCCUPATIONAL EDUCATION FOR ILLINOIS

Final Report of Project PDT-A2-117
Sponsored by the Illinois Division of
Vocational and Technical Education
and
The Education Professions Development Act
Part F, Section 553

William K. Appelgate
Project Director

1974

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION

THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL NATIONAL INSTITUTE OF EDUCATION POSITION OR POLICY

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY

Carol Reisinger

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC) AND THE ERIC SYSTEM CONTRACTORS."

CE 017 668

This document was completed and transmitted to the Illinois Division of Vocational and Technical Education in September of 1972. Both its contents and recommendations are predicated upon then current practice and information available.

FOREWORD

In the Spring of 1971, the Professional and Curriculum Development Unit of the Division of Vocational and Technical Education initiated plans for a statewide study of personnel development in occupational education. With the assistance of funds from the Education Professions Development Act, Part F, Section 553, the Division was granted support to train leadership personnel and conduct the study task. The specific intent of this effort was to develop a series of recommendations for improving the nature and process of developing and utilizing instructional, administrative, and supportive personnel for occupational education programs.

When the Professional and Curriculum Development Unit was formed as a part of the Division in 1969, it was charged to provide for the improvement and development of personnel, curricula, and published communications on a statewide basis for all levels of occupational education within the limits of its authority.

Despite virtually unlimited needs existing for strengthened programs of personnel development and supporting curriculum construction, the amount of funds available through the Division of Vocational and Technical Education to support this effort was limited. Therefore, decisions were required concerning which needs were most critical.

Early in its existence the Professional and Curriculum Development Unit in cooperation with other funding units of the Division and leaders in occupational education initiated a procedure of identifying priorities and allocating funds for program development activities. This procedure achieved marked success in serving needs in the area, and accomplished its goal of serving those most critical needs in order of their identified importance. Between 1969 and 1972, the Division invested nearly 1.5 million dollars in carefully selected programs and activities of personnel development. These efforts were fortified by the contributions of local and outside sources in excess of $500,000.

Much remained to be accomplished, however. Understanding that future resources for occupational education personnel development would need to be utilized both more carefully and strategically to achieve maximum effect, the Division concluded that a detailed analysis of the personnel development process should be undertaken.

Studying occupational education personnel development is not an easy task. The variety of components and players are numerous, the needs for programs to develop teachers and administrators are frequently undefined, and the opportunities for personnel development activities more often display the characteristics of a non-system than a unified systematic process. Yet the underlying and apparent demands for expanded career education programs push the needs for more and better personnel visibly to the surface. Critical, important questions emerge which demand

both careful attention and concerted action.

What goals should be set for developing occupational education personnel?

What are the major obstacles to effective recruitment, development, and utilization of occupational education personnel?

How can the statewide system of education mobilize resources to meet priority needs?

What strategies for improving the delivery of personnel development programs can be employed?

How might responsible agencies in a statewide personnel development system organize to effectively service important needs?

Implicit in the design of the study activity was a firm belief that the occupational component of career education would become a functional reality in Illinois only if personnel involved in the delivery of such programs were competent, up-to-date, and qualified to effectively deliver such programs. In short, if schools and colleges are to realize career education as a major educational goal then effort must be mounted to improve and develop the personnel responsible for such programs.

This study is reporting after twelve months of examining the problems and opportunities associated with occupational education personnel development. In no way can this study be considered complete. The intent of the study and the changing nature of personnel development restricted the scope of this activity and did not provide for the achievement of final answers. New needs as well as new opportunities for improving a statewide "system" of preparing and developing competent occupational education personnel will continually surface. It is hoped that concerned leaders will use the recommendations of this plan to act on present high priority needs and to guide them in insuring that a procedure for serving these emerging needs can be set in motion.

This document represents the opinions and information supplied by more than 500 professional educators, teachers and administrators, state education agency personnel, and concerned citizens throughout the State of Illinois. Any success in improving the state system of personnel development in occupational education which results from this plan must be credited to these individuals. Their clear thought about both the problems and opportunities confronting occupational education personnel lend important credibility to the comment which follows. This comment and the associated recommendations offer a unique opportunity for Illinois education to renew its efforts in occupational education personnel development. This is an important goal — one which deserves attention and action.

CONTENTS

Foreword iii

Chapter 1
The Career Education Concept 1

Chapter 2
Focus on Personnel Development 5

Chapter 3
Purpose and Objectives of the Study 13

Chapter 4
Study Activities 15

Chapter 5
Selected Findings 16

Chapter 6
Obstacles Report 23

Chapter 7
Competent Manpower for Improving Occupational Education 25

Chapter 8
A Competencies Approach to Development of Occupational Education Personnel 29

Chapter 9
Recommendations for Improving Occupational Education Personnel Development in Illinois 32

Appendix A
Definition of Terms 41

Appendix B1 43

Appendix B2 44

Appendix B3 45

Appendix C 48

Appendix D1 51

Appendix D2 55

Appendix D3 63

Appendix E 67

CHAPTER 1

THE CAREER EDUCATION CONCEPT

Society possesses a growing expectation that schools not only have more responsibility to serve all individuals, but also that educational excellence is better measured by gainful employment than by an educated electorate. If equality means education for all, then excellence means work for all and the responsibility falls to the public schools, particularly the secondary schools and community colleges.

If a portion of equality is interpreted in terms of the witnessed democratization of education, then excellence may well be interpreted in terms of employability. A quick review of the record indicates that public education has not produced consistent with the expectation. Not only has the comprehensive high school and the community college failed to provide adequate amounts and variety of direct preparation for work, but they have also frequently failed to develop the individual to the point where he can intelligently make career decisions.

Nearly 40 percent of the nation's youth currently make the transition to the world of work directly from high school. Although Illinois' averages are somewhat lower, due in part to the well-developed community college system, selected urban areas are among the highest in the nation. In these districts, as many as 90 percent of those graduating from high school move directly to work without further education or training. The severity of the problem is further impressed knowing that a majority of students in the 90 percent figure possess few if any salable skills to improve their plight in an economic system which supports a small and steadily shrinking number of work roles for the unskilled.

The system of tracking students into academic, general, and vocational groups in many secondary schools has resulted in a prestige approach to education. A preoccupation with college preparation has not only created an unrealistic spiral of degrees, but it has virtually ignored the hopes of high school leavers, college age non-attenders, and those who enter college but do not persist.

In 1970-71 in Illinois, there were 41,122 school dropouts. That same year more than 56,687 high school graduates did not go on to college. Adjusting for the 51,322 students who completed some type of occupational preparation, this leaves over 97,909 students virtually unequipped to enter skilled employment or productive jobs which will satisfy their expectations for income and personal satisfaction.*

The recurring concern evidenced throughout the country is for education to be made more purposeful. Nearly 95 percent of the individuals passing through elementary and secondary schools in Illinois will work at some time in their life. A majority of these individuals will likely spend more time working than at any other

*Information was provided by the Office of the Superintendent of Public Instruction, Springfield, Illinois.

single activity. Understanding the important role that work plays in any person's life, the question of what schools are doing to assist individuals in preparing for the world of work is appropriate.

The President's Commission on School Finance in a 1972 report entitled, *Schools, People, and Money: The Need for Educational Reform,* asserted the importance of career education and related occupational preparation. The Commission claimed that the present school system in this country was not adequately meeting the needs of the nation or its young people, and that one hope for reform lies in relating education at all levels to the career needs of individuals. It formally recommended:

> . . . "that career education be given priority and status at least equal to that now accorded to college preparation and that Federal, State, and local governments and their education agencies take vigorous policy and financial steps in this direction" (President's Commission on School Finance, 1972).

While this recommendation by itself is not conclusive, the implication for school programs is most promising. Direct action to relate education to the career development of each individual is long overdue. Career education is a longitudinal life process. It includes the process of selecting an occupation, preparing for entry, entering employment, advancing in work, sustaining productivity, and retiring from active participation in work (Super, 1963).

For some students career education may include direct preparation for employment. In other cases it may mean that the school will prepare them with further training or education which leads to a satisfying career. However, for all students career education provides for a good understanding of self, the development of career planning skills, occupational information, and vocational exploratory experiences.

Many people today view students who plan to attend college as not having careers (Gysbers, 1972). This is not only unfortunate, but inaccurate. Most college students describe goals for their education as essentially occupational (Tillery, et al., 1969). Such an understanding builds support for the idea that career education is for all students, not a selected group who profit from direct occupational preparation in the secondary school setting.

The recently issued *Action Goals for the Seventies: An Agenda for Illinois Education,* developed by the Superintendent of Public Instruction in cooperation with more than 3,000 citizens of the State identified support of career education as one of its major goals. In addition, it detailed specific objectives for (1) financial support of career education consistent with other educational funding, (2) occupational information in elementary schools, and (3) career education for all students in high schools, post-secondary schools, and four year institutions.

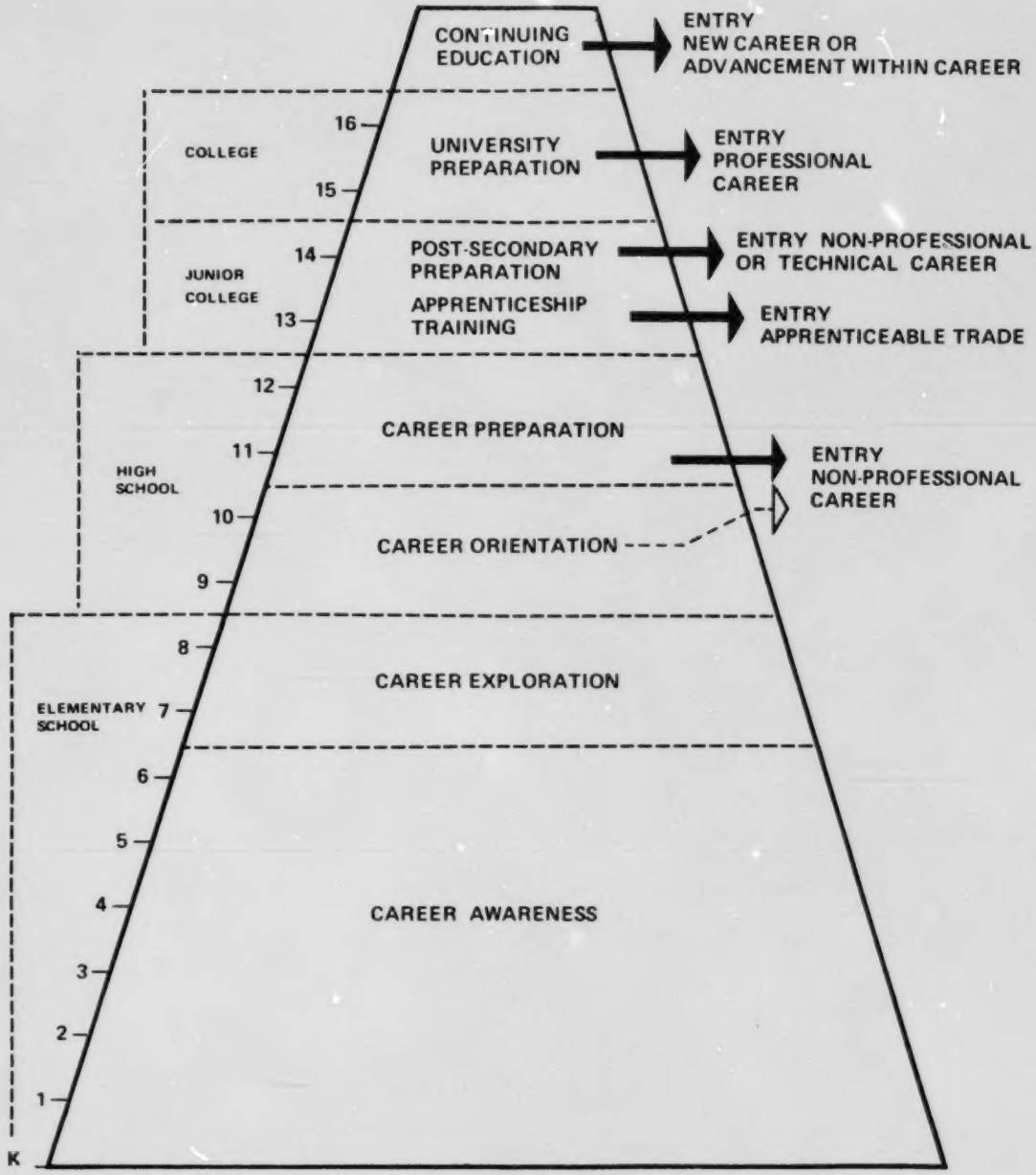
In January of 1970 a statement by Sidney P. Marland, U.S. Commissioner of Education focused clearly on how schools might well begin to focus on serving society's new expectation of education. In a presentation entitled *Career Education Now,* he provided schools with a charge to expand programming and further detail the much needed emphasis on education for work. The rationale for this new direction of education according to Commissioner Marland emerged from a need for schools to perform not only more accountably to society's expectations, but also more positively in response to each student's real need for career preparation. Career education was described not as a program track alternative for students to select, but as a conceptual alternative to the existing orientation of the total school program.

Career education has matured markedly as an educational concept the last two years. A recognizable philosophy and a growing

body of knowledge currently exists to support Commissioner Marland's early thesis. Acceptance of the career education idea is evidenced by an encouraging commitment by the level of Federal government support to a variety of community, industry, and school-based models. State governments have assumed what can be interpreted as a major responsibility for expanding the more narrowly defined concepts of vocational and occupational education into functional educational programs of career development which begin in kindergarten and continue through adulthood.

The Division of Vocational and Technical Education has encouraged the development of career education in Illinois through its direct funding of model career education school programs, and its support of research and development activities aimed specifically at providing elementary and secondary school teachers with contemporary instructional resources. The goal is that every student in Illinois be given an opportunity to participate in the occupational education component of career education outlined on the following page.

The preceding conceptual model represents the occupational component of career education programs. It includes elementary school programs of career development designed to assist individuals in developing a realistic self-concept and an improved understanding of society's organization for work, combined with experiences to provide improved career awareness for the individual. This approach will complement the general curricula of the schools so that each student has an opportunity for a full range of career choices. Career exploration and orientation to specific career options can logically lead to sound decisions about preparing for entry into an occupation. Whether one chooses to prepare for work entry after high school or after post-secondary education, it is important to know that the decision was made by an individual with a good understanding of self and broad exposure to a variety of career options. A functional orientation toward career education places emphasis on career decision-making at all levels as well as provides for specific types of direct occupational preparation.



Career Education
ILLINOIS MODEL

4

CHAPTER 2

FOCUS ON PERSONNEL DEVELOPMENT

The core of educational institutions and programs is the body of professional personnel who make them work — administrators, guidance personnel, and teachers. If renewal or improvement in education is to occur, then educational personnel become the vehicle for that action. For public schools to move successfully to acceptance of the occupational education process, emphasis must be placed on preparing and developing personnel to perform this important task. Widespread availability of high quality occupational education will be achieved only as a result of a major commitment toward preparing a competent, responsible cadre of personnel for the schools.

Recent years have witnessed an increasing interest in comprehensive statewide efforts for developing occupational education personnel. Parks (1972), Swanson (1971), and Schaefer and Ward (1972) have attempted to develop state centered conceptual models for personnel development. With appropriate planning these models provide a format for considering the frequently dispersed, uncoordinated agencies, organizations, and institutions involved in personnel development as a system. This growing interest in statewide personnel development systems is the predictable result of a series of factors as listed below:

(1) trend toward centralized educational planning at the state level

(2) recognition of the frequently duplicated and overlapping efforts in personnel development among teacher training institutions

(3) earmarked state and federal resources for occupational personnel development

(4) state education agency(s) responsibility for the appointment of funds authorized for education

(5) legal responsibility of state education agency(s) to conduct personnel development activities

(6) critical need for planning the allocation of scarce resources to expending personnel development needs

(7) existence of emerging needs for occupational education which go unmet due to the shortage of personnel

(8) recognition that needed new educational activities and delivery patterns require policy and incentives which can result from systems planning.

In Illinois the need for improving the personnel development system is particularly acute. Since 1969, the amount of State and Federal support going to occupational education programs in Illinois has tripled. This has simultaneously resulted in increased enrollments and a wider variety of program offerings. From 1969 to 1972 the number of occupational program offerings in secondary schools in Illinois has in-

creased by one hundred thirty percent. Community colleges are currently offering one hundred fifty-five different types of occupational programs, whereas in 1969, the total number of different offerings was only eighty-seven. This represents an increase of seventy-eight percent in the types of programs being offered.

Such a continued rapid increase in occupational programs has generated significant demands for more and better educational personnel in a variety of types.

PERSONNEL AND COMPETENCIES

To achieve the goal of making high quality occupational education accessible to all who can benefit, new efforts must be initiated to focus on the types of educational competencies needed. In some cases this effort will require entirely new personnel, in others existing personnel possess the potential for acquiring new competencies for vitalizing and implementing appropriate education activities. However, in all instances educational agencies and institutions should be encouraged to carefully consider new strategies of preservice and inservice education in light of the personnel required.

The following list summarizes the types of personnel and selected competencies needed for making occupational education work. A more comprehensive explanation is included in Chapter 7.

- *elementary teachers* with competencies to design and conduct learning activities which promote: an awareness of self, work, education and interrelationships; an understanding of the economic system and its organization; a knowledge of work roles and occupational responsibility; the development of decision-making skills; introductory exploration of career clusters.
- *counselors* with competencies to: assist teachers and students in understanding career development; administer and interpret student assessment of interests, aptitudes, attitudes, and skills; interpret the processes of career decision-making; provide sound vocational counseling; organize career development curriculum activities; and provide sound educational planning based upon student identified goals. (For specific competency model, see Appendix D3.)
- *administrators* with a commitment to the concept of career and occupational education and the associated competencies to: plan, promote, and manage programs of career development and career education; establish specific educational goals and objectives; adjust programs in light of new needs and shifting priorities; evaluate the effectiveness of career and occupational education programs; to maximize involvement of school, community and employers in the educational process. (For specific competency model, see Appendix D2.)
- *occupational teachers* with specific occupational competencies for health, business, marketing and management, industrial related, applied biological and agricultural, personal and public service, as well as common competencies for conducting and managing direct occupational preparation. (For specific common competencies for occupational teachers, see Appendix D1.)
- *support personnel* to include curriculum specialists, placement personnel, cooperative education directors and teachers, teacher educators, educational researchers, non-school occupational training coordinators and administrators, occupational orientation teachers, state agency personnel and career information specialists.

RESPONSIBLE AGENTS AND ROLES

Identifying the responsible agents and describing their roles is an important task

requisite to understanding a system of personnel development. A collective focus on goals, need assessment, resource allocation, program offerings, and evaluation which can enable a "system" to work are the factors which form the basis of personnel development delivery. Only through focusing the effort and offering direction to the variety of agencies, institutions, and individuals involved, can the potential of the system be realized. The following proposed responsibilities provide a model for improving the quality of the Illinois effort in occupational personnel development.

AGENT	RESPONSIBILITY AND ROLE
State Education Agency(s)	sets specific goals and objectives for career education and for occupational education
	sets minimum requirements for personnel
	assures and administers funding
	establishes criteria for education programs
	establishes and conducts program for personnel development
	conducts research, demonstration, and curriculum development activities to assist personnel development
	provides leadership in directing educational programs
	interprets the interests of the public and other state agencies in providing career education and occupational education
	determines statewide personnel needs
	establishes priorities for personnel development and education programs
Local Education Agency	determines local personnel needs
	recruits and employs educational personnel
	determines utilization of personnel

	sets priorities for career and occupational education based on local needs
	administers educational funds
	provides incentives and activities for personnel development
	provides information for statewide planning in career and occupational education
	evaluates performance of personnel
Teacher Training Institutions	provides inservice and preservice education to develop personnel competencies
	establishes program priorities for education activities
	provides advice to local education agencies on educational programs and personnel development
	conducts personnel development activities in local education agencies
	conducts research, demonstrations, and training activities
	shares generated information and research results with local schools and state education agencies
	insures the quality of personnel developed
Business and Industry	determines and specifies employment needs
	provides exemplary models for training and education
	provides guidance on personnel development processes
	provides training sites for potential educational leaders and teachers
	provides personnel with specialized knowledge and potential for teaching
Professional Organizations	offers guidance to state education agencies, local education agencies, teacher training institutions on personnel requirements and preparational needs
	identifies primary competencies needed by personnel in area

	provides leadership in identifying career and occupational education needs
Federal Agencies	provides programmatic guidance and leadership to states supports exemplary research, demonstration, and training activities within states provides information on educational personnel needs nationwide
Educational Personnel (individuals)	assumes responsibility for continued growth and development

PROCESSES AND RELATIONSHIPS

The concept of a comprehensive personnel development system is extremely young in relation to the agents or elements described above. To organize these multiple elements into a coordinated system focusing on personnel development is an ambitious task. It requires not only consideration of responsibilities and roles, but also an emphasis on the relationship of these elements in the processes of personnel development.

Schaefer and Ward (1972) have identified seven component processes and goals integral to the operation of a personnel development system applicable to occupational education. The following list describes these component processes and indicates the relationship of various elements necessary for their conduct.

COMPONENT PROCESSES	RELATIONSHIPS
1. Mission and Goal Determination	The state education agency(s) must assume responsibility for identifying goals for personnel development within the context of comprehensive statewide planning for occupational and career education. Specific objectives for personnel development should be to 1) provide an adequate supply of qualified personnel to serve existing and emerging programs, 2) provide opportunities for personnel to

acquire required competencies for job now performing, and

3) provide a system for continual evaluation and updating of personnel development planning.

This enterprise should involve teacher training institutions and professional organizations and should be based upon the needs of local education agencies.

2. Needs Assessment

Before realistic objectives can be determined care must be taken to assess the needs for personnel development in relation to type, level, location, and specific competencies required. Assistance from teacher training institutions and information from local schools and professional organizations should be matched against society's occupational needs to assess personnel development needs.

3. Priority Determination and Resource Allocation

State education agencies, teacher training institutions, and local education agencies are each confronted with the problem of allocating scarce resources to serve an almost unlimited array of needs. At each of these levels decisions must be made as to where resources should be appointed. For too long personnel development has been overlooked. A majority of the budgets of all education agencies is expended on personnel salaries and yet specific efforts to promote improvement of this central resource has been absent. As apparent neglect and the importance of personnel development is understood decisions must be made for focusing on those most important personnel development concerns. What types of personnel are most needed? What competencies are in shortest supply? What priority should be given to inservice development versus preservice education? These are important questions which can be answered only in concert with the responsible agencies involved in acting on such concerns.

4. Program Design and Operation

Considering appropriate alternatives for reaching statewide objectives for personnel development in light of needs in the context of limited resources behooves educational planners to take full consideration of alternative methods of program design and operation. With an interest in both efficiency and effectiveness, alternatives to typical patterns of program delivery must be considered. Cooperation between agents in the personnel development system is critically needed to assess, develop, and utilize cost effective, consumer-oriented activity alternatives for personnel development.

5. Student/Employee Recruitment

The current system of personnel development places primary responsibility for the selection of potential personnel on the teacher training institution. This model which places heavy emphasis on student choice could be improved by the concerned involvement of other system agents. Business, industry, and public agency identification of high potential personnel for teacher training institutions coupled with improved counseling by high schools and active recruitment by teacher training institutions holds the potential for increasing both the quality and number of personnel moving into personnel development programs. While this may require designing new patterns of preparation and development for a more diverse mix of entering students, the inherent potential for developing high quality personnel bears consideration.

6. Program Assessment

The focus of any system is its eventual product. Needs, objectives, priorities, and programs must continually be evaulated in relation to products which result for the personnel development system. To the extent that products do not meet needs or objectives, to the degree that priorities or programs have not resulted in producing personnel with the competencies identified as being most important, those processes must be adjusted. The complex nature of personnel development requires that program assessment be a cooperative venture. For example, teacher training institutions must rely upon local education agencies for providing information on improving the design and operation of teacher training programs so as to produce highly qualified personnel.

7. Roles, Relationships, and Responsibilities of Agencies and Institutions

To organize the personnel development system to meet specific objectives is an important item on the agenda for career education. It must be recognized that each of the multiple agents of a personnel development system possesses different priorities, unique internal values, and responsibilities to a variety of competing systems. Yet through an appropriate division of labor, focus on common goals, the delivery of complementary activities, and programmatic cooperation, a productive system can be operationalized.

CHAPTER 3

PURPOSE AND OBJECTIVES OF THE STUDY

Implementing high quality programs of occupational education requires more than an increased dollar commitment, it demands that a comprehensive statewide program of personnel development be quickly and effectively undertaken. Teachers, administrators, guidance personnel, para-professionals, and state agency personnel must possess a range of new educational competencies.

The intent of this study is to provide suggestions to improve the comprehensive system for the delivery of competent educational personnel who will assist this state in realizing the broad goal of career education and the specific needs for occupational education for all individuals.

The Illinois Division of Vocational and Technical Education is keenly aware of the problems associated with a shortage of competent professional personnel available to implement a comprehensive program of occupational education. The Division, along with the Office of the Superintendent of Public Instruction, recognizes the critical need to develop and support an articulated preservice and inservice program of personnel development to train individuals capable of designing and implementing viable educational programs at the state, district and local level.

During the past two years selected units of the Division have invested a sizable portion of its contractual resources to the design and development of curriculums and inservice and preservice programs to train and upgrade instructional, administrative, and ancillary personnel in occupational education. This has been complemented by a wide range of demonstration and curriculum development projects designed to accelerate the implementation of career development at all levels, kindergarten through adult.

With this interest as a background and its continuing commitment as a guide, the Division of Vocational and Technical Education with support from the United States Office of Education sponsored the development of this study.

This report places emphasis on the need to train, retrain, maintain, and upgrade personnel at all levels. Specifically, it offers a series of recommendations aimed at improving the teaching of teachers throughout the statewide system of higher education. Such recommendations are supported by specific suggested actions for implementation.

This general purpose of the study and resultant recommendations for improving personnel development in occupational education were expanded to include the following specitic objectives:

1. to define the career education concept in relation to occupational personnel development needs;
2. to analyze the relative need for personnel required to implement occupational education goals in terms of

the competencies required at each level;

3. to describe components of the personnel development system in Illinois and to identify obstacles to its effective function;
4. to suggest alternative patterns or models of program delivery and development aimed at providing quality occupational education personnel;
5. to develop a series of recommendations and strategies to implement the above preparational models and to maximize the balance and utilization of both private and public educational resources throughout the state;
6. to identify functions and activities requiring additional research study, or funding throughout the implementation phases.

The following comment and recommendations provide a basis for revitalizing the organization and focusing the employment of resources in a strong statewide system of personnel development. The responsibility for acting on those most pressing problems and for exploiting the opportunities characteristic of the present prognosis is shared by a variety of groups — state education agencies, teacher training institutions, and local education agencies to name a few. Only the allied interest and combined support of all such groups can make possible the kind of renewal needed.

CHAPTER 4

STUDY ACTIVITIES

Based upon the identified objectives of the study task, five major activities were employed in the development of the document and its recommendations.

1. *Personal Interviews.* At the outset of the study more than 120 leaders, practitioners, teachers, and students were identified as representative decision makers in the statewide system of personnel development. An interview format was developed and nearly 100 of these individuals were asked a variety of questions which focused both on factual information and opinions helpful in directing the development of the study.

2. *Competency Identification.* The variety of personnel required to implement occupational education as a viable component of all educational programs is numerous. While this study was somewhat limited in time and resources available to complete the task, research activities conducted concurrently with this study identified competencies for three major categories of occupational education personnel. These competency statements are included in Appendix D.

3. *Institutional Information Request.* The eight public universities cooperating in the Statewide University Occupational Coordinators Committee participated in a survey of teaching, research, and public service activities related to occupational education personnel development. These eight teacher training institutions are the major producers of existing personnel and are responsible for a majority of the organized research and inservice development activities conducted in Illinois educational personnel. This collected data was used as background information for the study.

4. *Research Survey.* To provide data beyond the scope of the Personal Interviews and other currently existing information, a survey research instrument was developed and sent to 169 administrators of occupational programs in secondary schools, area centers, and community colleges selected. The responses of 110 returns were tabulated, analyzed, and employed in the development of the study.

5. *Opinionnaire.* To test selected preliminary findings of this report, an agree-disagree-undecided questionnaire was employed. This instrument was mailed to 140 teachers, administrators, and teacher educators throughout the state. Results from 123 respondents were used in the development of the study, its recommendations, and the associated suggested actions. A summary of responses is included in Appendix C.

6. *Review of Literature and Existing Information.* In addition to the above information developed specifically for this study activity, a variety of reports, plans, research findings, and publications having relationship to educational personnel development were utilized.

7. *Review and Criticism.* In an attempt to insure maximum involvement in the development of the report and its associated recommendations a preliminary draft is being distributed to local education agencies, teacher training institutions, state education agencies, public boards and advisory groups, and practicing educational personnel throughout the state.

CHAPTER 5

SELECTED FINDINGS

Chapter 4 discussed three separate survey instruments designed especially for this study. Information and findings provided by these research activities was combined with information from the Personal Interviews and other sources to form the basis of the recommendations which follow.

Responses from one of these instruments, the Opinionnaire, are included in Appendix C. However, selected findings resulting from the Research Survey and the Institutional Information Request provide important information concerning the status of programs, problems, and needs for occupational education personnel development. Set in the context of other findings associated with this study, the following data provide helpful insights concerning the nature of two components of the statewide personnel development system, the local education agency and teacher training institutions.

RESEARCH SURVEY

Secondary schools and community colleges which comprise a major portion of the institutions considered as local education agencies were used in this analysis. A total of 110 responses were received from a total of 169 mailed, representing a return of approximately 66 percent. This total included 72 comprehensive secondary schools, 30 community colleges, and 8 area vocational centers throughout the state including Chicago. Approximately 18 percent of the responding institutions were located in urban areas, 20 percent in suburban areas, and 62 percent in rural areas.

1. ENROLLMENT TRENDS

Seventy-seven percent of the institutions indicated that they had increased enrollments in occupational programs during the past two years. Twenty-three percent indicated that enrollments had remained relatively constant while none of the responding institutions indicated that enrollment had decreased. This information appears to confirm reports of enrollment information for reimbursed occupational programs reported by the Division of Vocational and Technical Education, indicating an upward enrollment trend.

In an attempt to gain some insight into expanding program areas, respondents were asked to indicate two areas in which they saw the greatest need for new or expanded program offerings at their institution. Forty-six percent identified the greatest need in health, 41 percent in personal and public service, 36 percent in industrial oriented, 33 percent in comprehensive career guidance, 30 percent in cooperative education, 11 percent in applied biological and agricultural, and 10 percent in business, marketing, and management. Whether actual program implementation will reflect these trends is of important concern. Typical occupational teacher preparation programs are currently producing a limited number of personnel in

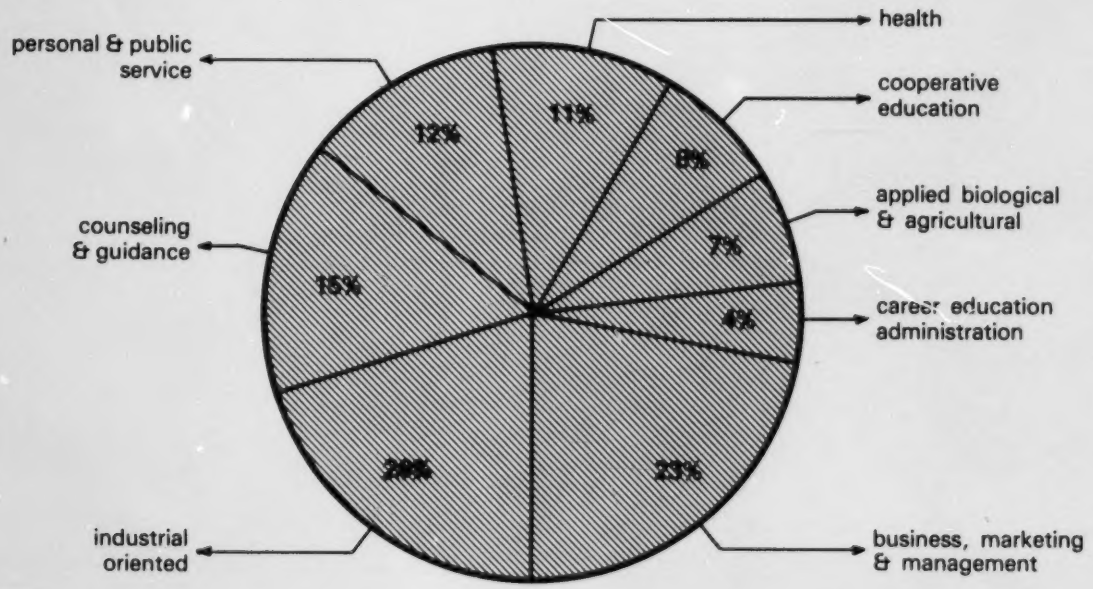
the health and personal and public service area.

2. NEED FOR INSERVICE DEVELOPMENT

Questionnaires were sent to local directors of occupational education at each of the institutions surveyed. Ninety-seven percent of these individuals indicated a need for inservice development of their occupational education personnel. Fifty-six percent indicated that their staff had a "major" need for inservice development while only 3 percent felt that there was "no need" for inservice development.

Nearly one-half, 46 percent, of the respondents felt that the local education agency itself (the employer) should assume greatest responsibility for this inservice personnel development. Twenty-four percent felt that teacher training institutions should carry the greatest responsibility while 30 percent indicated that it should be assumed by the state education agency.

An important concern both for developing programs and in considering the relative amounts of support which should be appointed to specific types of inservice activities, centers around the proportion of various types of occupational personnel. Respondents were requested to indicate the number of personnel employed in their institutions who teach occupational programs.



**PROPORTION OF TYPES:
OCCUPATIONAL EDUCATION PERSONNEL
EMPLOYED BY SURVEYED LOCAL EDUCATION AGENCIES**

It is important to note that a number of persons serve in one or more of the above mentioned categories. However, this information when combined with information extracted from Local One and Five-Year Plans for Vocational Education should provide an improved understanding of the types of personnel who are considered as occupational education personnel.

3. OPPORTUNITIES FOR INSERVICE DEVELOPMENT

According to comments recorded during the Personal Interviews, it was found that the most typical inservice activity for developing occupational education personnel was the on-campus graduate course offering at teacher training institutions. Yet, in ranking preference for various types of inservice development activities, respondents ranked on-campus course offerings eighth among nine activity alternatives. The rank preference of various inservice activities resulting from responses is detailed below:

1. off-campus course offerings by teacher education institutions
2. short duration (2-4 day) workshops conducted during the summer
3. short duration (1-3 day) workshops conducted during the school year
4. local inservice activities designed and planned by local staff and administration
5. field service programs and activities provided by teacher education institutions and state education agency staff members
6. summer internships in business, industry or public agencies
7. weekend workshops (Friday and Saturday) throughout the year
8. on-campus course offerings at teacher education institutions
9. individualized programmed instruction or correspondence courses

This response draws into serious question current practices for delivering inservice personnel development activities. It would appear to indicate that a variety of alternative forms should be given consideration.

Recognizing that teacher training institutions currently provide a majority of the inservice activities available for occupational education personnel, respondents were asked to offer their opinion concerning whether or not these institutions are currently offering an adequate variety of such activities. Approximately 15 percent of the respondents felt that they were, 19 percent were undecided, and 66 percent felt that teacher training institutions were not offering an adequate variety of inservice personnel development activities. To the extent this information may be considered an expression of need, teacher training institutions should give consideration to 1) increasing the support to inservice programs, or 2) shifting resources from preservice offerings to focus on inservice activities.

INSTITUTIONAL INFORMATION REQUEST

Any statewide plan to improve personnel development in occupational education must take into account the important contributions and service of public teacher training institutions. It is estimated that more than 70 percent of the instructional, administrative, and ancillary personnel responsible for occupational education programs in Illinois have received preservice preparation at one of these eight institutions.* Furthermore, a majority of

*The surveyed teacher training institutions included the eight universities participating in the Statewide University Occupational Education Coordinators Committee. They were: Chicago State University, Eastern Illinois University, Illinois State University, Northern Illinois University, Southern Illinois University at Carbondale, Southern Illinois University at Edwardsville, the University of Illinois at Urbana, and Western Illinois University.

the current inservice opportunities for such personnel are provided by these institutions as well as a series of related research, development, and training activities. In short, these institutions exist as a core of the State's system of personnel development.

The Institutional Information Request was sent to the president of each institution and completed by an individual or group involved in the delivery of personnel development activities. The aim of the request was to acquire information and statements which reflect the capabilities, interests, performance, and aptitudes of institutions in the delivery of occupational education personnel development programs in Illinois.

The specific objectives of the request were:

1. to analyze the unique mix of resources available through the state's institutions of higher education which can be employed to realize the career education goal;
2. to determine institutional readiness to develop alternative models for the preparation of instructional, administrative, and support personnel to improve the occupational education components of career education;
3. to review the record of institutional performance to be used as a guide for recommendations to be developed in the study;
4. to ascertain the institutional commitment to implementing career education as a major component of the school's educational program, kindergarten through adult.

The following statements summarize selected information compiled from the completed requests and relate to the above mentioned objectives.

1. UNIQUE MIX OF RESOURCES

The combined amount and variety of institutional resources available to serve occupational education personnel development in Illinois is considerable. The eight universities surveyed currently employ more than 153 full time personnel to prepare occupational teachers. The estimated operating budgets of these occupational teacher education programs is in excess of 7 million dollars per year. More than 85 separate preservice programs are offered at these institutions.

It is appropriate to note that in addition to those resources currently available to support occupational personnel development, these institutions possess a sizable mix of allied resources in elementary education, guidance, administration, and other program areas which hold important potential for serving personnel development efforts in career education. In many cases new arrangements in organization, new patterns of program delivery, and a stronger institutional commitment to occupational education are needed to make effective use of these resources for improving personnel development.

2. READINESS TO DEVELOP ALTERNATIVE PROGRAM MODELS

Successful improvement of occupational education in local education agencies will rely heavily on teacher training institutions to 1) develop new types of personnel, 2) provide an increased amount and variety of inservice development, and 3) design new programs which equip individuals to manage both its processes and concepts.

This cannot be accomplished by minor adjustments in curriculum offerings or a few new preservice programs. It will require major revisions in the way programs are delivered and new patterns of direct university assistance to local education agencies. The proported commitment of teacher training institutions to occupa-

tional or career education, evidenced throughout this study, is virtually meaningless if not accompanied by action to make the concept work in local education agencies.

A case in point is the level of understanding about career education. The Opinionnaire results indicated that a general lack of understanding exists concerning career education and career development in secondary schools and community colleges. If, in fact, the concept is not understood, the first step must be to increase this understanding hoping that philosophical acceptance and programmatic action will eventually follow.

Waiting for local education agencies to make the shift on their own or counting on the leadership from career education-wise employees is an unacceptable alternative if career education is to meet its goal. The fact is, few public teacher training institutions have initiated programs for developing student competencies to implement programs of career education. Although an encouraging number of occupational teacher programs are beginning such an orientation, only two institutions have provided preparatory programs at the elementary school level.

3. RECORD OF INSTITUTIONAL PERFORMANCE

Beyond the limited area of occupational teacher education it would be unfair to assess the performance of institutions in career education personnel development. At present, there are few formally developed programs and even fewer products. A majority of current institutional activities are in the development, planning, or pilot stages and most are supported by outside agencies such as the Division of Vocational and Technical Education. From among the examples reported in the Institutional Information Request, the following deserve special consideration:

(1) Implementation of capstone programs for occupational instructional personnel which gives full credit to community college occupational proram graduates seeking a baccalaureate degree.

(2) Initiation of baccalaureate and masters programs in elementary education with an area of specialization in career education.

(3) Providing a course offering in developing career education activities as an elective for all students in elementary and secondary teacher education programs.

(4) Initiation of a competency-based program for preparing occupational and career education administrators which includes on-the-job training as a major component of the competency development process.

(5) Utilization of an area planning council made up of teachers, administrators, and teacher educators whose major objective is the implementation of career education in the local education agency.

(6) Research and development activities focusing on the production of occupational education curriculum materials for teachers.

(7) Conduct of an invitational conference on career education planned cooperatively by the university and area school personnel which has as its purpose the inservice development of superintendents and principals. The goal was to improve the understanding and acceptance of career education.

(8) Use of a special contractual agreement program between local schools and the teacher training institution which affords teacher educators an opportunity to encounter students and teach in local education agency classrooms on a part-time basis.

(9) Use of a professional experience program in which participants alternated six month periods of full-time work experience in business and in full-time classroom instruction.

(10) Generation of a variety of research, development, and evaluation projects related to occupational and career education, the majority of which is supported by the Division.

(11) Initiation of training activities for preparing teachers of occupational orientation clusters, teachers of environmental occupations, and coordinators of cooperative education programs for special needs youth.

(12) Conduct of a national institute for studying vocational teacher education. Nationally recognized leaders in vocational education, business and industry, general education, and state and local government were utilized in designing, planning, and conducting the event which resulted in a series of statements concerning the various aspects of the preparation and development of vocational teachers.

While the above statements represent comment on the performance of teacher training institutions relative to products, an equally important consideration is performance related to program processes. Since it is generally accepted that activities such as 1) need identification, 2) program planning, 3) program implementation, 4) evaluation, and 5) program adjustment are key processes requisite for the delivery of effective programs, the Institutional Information Request attempted to analyze the status of such activities. General conclusions reached from a review of responses indicate:

1. Despite encouraging interest in organizing around occupational education personnel development, most institutions activities to support such a focus are dispersed organizationally, programmatically, or administratively. As a result, accepted program management processes for the whole of personnel development are severely restricted.

2. Program management activities for the more limited area of occupational or vocational teacher education are spotty. While selected teacher training institutions are involved in some exemplary efforts, comprehensive program management is not being used to meter and direct the allocation of institutional resources to serve needs identified by this and other studies.

3. Specific program management activities such as the following appear to have merit for personnel development programming and should be given consideration.

- need assessment activities to determine amount and type of personnel development useful to institutions constituency
- use of advisory committees for occupational teacher education and career education
- graduate follow-up studies to determine appropriateness of current offerings
- direct planning with local education agencies and user groups to ascertain program needs
- evaluation of administrative organization and its effectiveness for promoting program delivery
- pilot testing of new program activities and the evaluation of alternative patterns of program delivery.

4. INSTITUTIONAL COMMITMENT TO IMPLEMENTING OCCUPATIONAL EDUCATION

Many of the above statements relate directly to the teacher training institution's

commitment to serve occupational education personnel development programs. In most cases a willingness to focus on this area is needed at the highest level within the institution. If institutions are ever to act on important personnel development needs, large scale planning and reallocation of resources are needed. The concern and interest of individual faculty members to move in this direction will have minimal impact unless it is accompanied by the concern and commitment of key university decision-makers and decision-making bodies.

COMPARISON OF CRITICAL PRESERVICE PERSONNEL DEVELOPMENT NEEDS AND THE QUALITY AND STRENGTH OF PROGRAM OFFERINGS TO SERVE THESE NEEDS IN PUBLIC TEACHER TRAINING INSTITUTIONS

Most Critical Statewide Preservice Personnel Development Needs (ranked from most to least)	The Self-Assessment of Quality and Strength of Institutional Programs to Serve Critical Needs (ranked from highest to lowest)
1. Instructional personnel health occupations	1. Instructional personnel business, marketing, and management occupations
2. Elementary teachers with career development orientation	2. Instructional personnel personal and public service occupations
3. Instructional personnel personal and public service occupations	3. Instructional personnel industrial oriented occupations
4. Career counseling and guidance personnel	4. Instructional personnel health occupations
5. Cooperative education coordinators	5. Occupational program administrators
6. Instructional personnel industrial oriented occupations	6. Cooperative education coordinators
7. Occupational program administrators	7. Career counseling and guidance personnel
8. Instructional personnel business, marketing, and management occupations	8. Instructional personnel applied biological and agricultural occupations
9. Instructional personnel applied biological and agricultural occupations.	9. Elementary teachers with career development orientation.

CHAPTER 6

OBSTACLES REPORT

The present personnel development system for occupational education in Illinois has demonstrated both its strength and diversity. The variety of institutions involved as well as the sizable production of new teachers attest to its merit. However, within this system characteristics and processes exist which restrict the effective recruitment, development, and utilization of occupational education personnel. Certainly it is most important to look at how the entire system could be changed to respond to new needs, however, an equally important task revolves around developing the system's currently high potential. By identifying obstacles, or constraints on the present system, it was hoped that alternatives for action might be identified which would eventually work to eliminate these obstacles which act to restrict its existing capability and response.

Contributions to the identification of these obstacles came from personal interviews with nearly one hundred individuals representing local education agencies, state education agencies, governing boards, colleges and universities, and concerned lay groups. Twenty-five obstacles are identified below as well as alternative actions for their removal. These alternative actions, like the obstacles, are based upon the observations and comments of personnel interviewed.

Responsibility for the existence of these identified obstacles is shared among individuals, agencies, institutions, and processes. In a similar manner, removal of obstacles will be successful only through mutual efforts by a variety of components in the Illinois personnel development system.

Obstacles To Personnel Development and Utilization

1. Poor articulation and coordination between secondary and post-secondary occupational program offerings.
2. Teacher certification which relies too heavily on academic preparation according to credit hours earned.
3. Shortage of quality instructional, administrative and ancillary personnel, especially in selected occupational areas.
4. Lack of adequate data for program planning.
5. Lack of clarity in state goals and program priorities for occupational education.
6. Minimal coordination between agencies involved in the funding and administration of activities and program offerings in occupational education.
7. Disincentives to change the organization and administration of established personnel development programs and activities in teacher training institutions.

8. Lack of adequate placement and follow-up data on graduates of occupational programs and of occupational education professional personnel.

9. Narrow focus of selected personnel development programs in colleges and universities.

10. Minimal emphasis on providing inservice opportunities for personnel occupational teachers in local education agencies and teacher training institutions.

11. Inappropriate criteria for the evaluation of instructional, administrative and supportive personnel.

12. Minimal funding for expanded and improved inservice and preservice personnel development activities.

13. Limited emphasis on career development career counseling to support educational programs in elementary and secondary schools.

14. Artificial requirements associated with most occupational offerings in secondary schools and community colleges.

15. Over institutionalization of career and occupational program offerings both for occupational students and for aspiring occupational teachers.

16. Under utilization of research and development findings in occupational education areas.

17. Minimal impact of the State Vocational Education Agency in statewide educational policy development.

18. Inadequate coordination between education, community and particularly labor interests in developing and delivering vocational education offerings to meet state manpower needs.

19. Lack of emphasis on career development as an integral part of elementary and secondary teacher preparation programs.

20. Lack of emphasis on developing personnel competent to deal with special needs of students who are disadvantaged or handicapped.

21. Limited use of paraprofessional personnel in the delivery of occupational programs.

22. Limited funds to defer the added costs of many occupational or career education programs.

23. Limited availability of curriculum materials in emerging occupational areas.

24. Costly and unnecessarily duplicated inter and intra institutional activities for developing occupational teachers.

CHAPTER 7

COMPETENT MANPOWER FOR IMPROVING OCCUPATIONAL EDUCATION

To pass comment on personnel development needs without some assessment of the current supply-demand relationship would not only be irresponsible but also duplicative of the approach to personnel planning utilized by most states and their respective teacher training institutions. Statewide plans for occupational education and plans for personnel development across the nation frequently refer to the need for teacher, counselor, and administrator supply-demand information but seldom is such information made available to serve as the basis for making planning decisions.

Illinois is no exception to the pattern which emerges nationally. Limited data exists which provides basic information on the characteristics, supply, or demand for occupational education personnel. Information from sources such as the Teacher Service Record compiled by the Office of the Superintendent of Public Instruction provides an appropriate starting point for collecting more data. However, the structure of current Teacher Service Record information requests requires modification in order to provide detailed data on occupational teachers and related personnel as well as those in academic areas.

Current efforts by the Division of Vocational and Technical Education to establish a management information system serve as an alternative for establishing on-going mechanisms for providing personnel supply-demand information. This system and the associated tasks of supplying this information in a manner useful for planning for state education agencies, teacher training institutions, and local education agencies must recognize the following factors:

FACTORS AFFECTING THE SUPPLY POOL

1. entrance requirements to preservice programs in teacher training institutions
2. output by type and level of preservice programs and inservice activities available
3. comparative salary schedules in different educational settings and institutions and comparisons with non-education employment
4. certification requirements
5. regional availability of preparation, development, and employment opportunities
6. quality of work environment for potentially employable personnel
7. competency requirements of local education agency.

FACTORS AFFECTING THE DEMAND FUNCTION

1. current employment by level and type of institution

2. current employment by occupational clusters and teaching specialty
3. institutional emphasis on occupational education as an educational program
4. occupational manpower needs
5. personnel policies of local education agencies
6. number and type of planned or emerging programs
7. attrition rates resulting from death, retirement, and out-migration
8. nature of program organization and delivery
9. budgets for personnel
10. competency needs in local education agencies

Caution must be taken, however, in supporting a one-time study to access supply-demand relationships for either occupational or academic education personnel. Knowing that supply and demand is a function of multiple factors and understanding that even minor shifts in such factors hold potential for major shifts in the supply pool and demand function for personnel, the value of collecting data for a one-time supply-demand match is limited. Instead, resources should be employed to establish a personnel information system which is compatible with an on-going management information system for occupational programs. This capability could then be employed to continually provide data for planning of personnel development.

This report has consciously deemphasized specific numerical supply-demand projections focusing on specific numbers of personnel. This is due in part to the limited resources of the study and in recognition of the rather elusive, temporary nature of assumptions that must be made prior to developing such projections. However, an even more important factor centers around the idea that specific competencies possessed by individuals and needed for programs are a more important focus for improving occupational education than information concerning numbers of individuals available or required. Changes in funding policies, certification requirements, and availability of inservice programs which are major concerns of the study hold important potential for improving occupational education beyond mere numerical increases and decreases in production. And such changes, when they occur, hold potential for drastically altering the nature of supply and demand functions as well as the nature of competencies individuals should possess to serve occupational program needs.

Data collected during the Personal Interviews and surveys associated with this study reaffirmed this contention that qualitative factors confound frequently sought quantitative supply-demand information. However, information developed from

these procedures served to highlight several critical essentially quantitative needs. Local school personnel indicated that the unavailability of personnel possessing even minimal qualifications makes it virtually impossible to initiate selected new programs or substantially upgrade those existing. Most notable among personnel needs identified by local occupational program directors included:

1. elementary teachers with career education competence
2. health occupations teachers and coordinators
3. personal and public service occupational teachers and coordinators
4. guidance personnel with competence in vocational counseling and assessment.

A review of current programs and graduates of public colleges and universities involved in the process of preparing occupational education personnel serves as a confirmation of the above mentioned shortage.

1. Currently, no formalized preservice programs for elementary teachers include as a program component activities for insuring competency in career education or career development. Although plans for preservice program emphasis for elementary teachers have been initiated at Eastern Illinois University and Northern Illinois University, inservice programs supported in part by the Division of Vocational and Technical Education at these two universities presently exist as the only formal personnel development activities to serve a rapidly emerging need.
2. The Survey of 110 Administrators indicated that nearly 50 percent of local education agencies polled felt that the greatest need for expanded programs to be in the area of health occupations. In comparison with the assessment of need for programs in all five occupational areas, health was highest. Yet in 1971-72, only two universities in the state graduated individuals qualified to teach health occupations. The total number of personnel prepared was approximately twelve, production being evenly split between a D.V.T.E. funded activity at the University of Illinois and graduates in Occupational Education from Southern Illinois University at Carbondale. This production falls far short of the expressed need identified by the sample of local education agencies surveyed for this study.
3. Significant growth potential for employment in personal and public service exists for students prepared for occupations in this area. To be sure, this area must be considered to include occupations beyond the typical home economics areas. While local education agencies frequently satisfy

personal and public service occupation program requirements of D.V.T.E. by offering modified home economics related occupational preparation, the variety of offerings holding high employment potential in this broad area can seldom be accommodated by traditionally prepared "useful" home economics teachers. However, an analysis of the Institutional Information Request indicated that 87 percent of the graduates listed in the personal and public service area were home economics graduates. An understanding of what constitutes this growth area is critically needed as well as expanded occupational teacher development in such areas as law enforcement, government service, fire prevention and control, corrections, social service, quantity foods, environmental control, etc.

4. The Composite Three Phase Evaluation Report (D.V.T.E., 1972) and personal assessments gathered from interviews in this study, provide a strong support for initiating major changes in the preparation of counseling and guidance personnel in secondary schools and community colleges. For the most part these institutions offer counseling personnel which provide educational guidance, not vocational guidance. Many high schools provide no formal assessment of vocational aptitude, interest or ability. Many counselors, because of little or no real training in vocational counseling, feel uncomfortable or unprepared to deliver the much needed vocational guidance sought by students. Such a mismatch between student need and personnel performance is not only predictable, but promised by counselor education programs which make no formal provisions for vocational guidance competency. A review of guidance programs in public colleges and universities indicates that less than 7 courses are offered in guidance personnel development programs in all eight universities which even remotely focus on vocational guidance, occupational information, or vocational assessment. In all cases, these courses are elective and not a program requirement.

To offer some dimension to the above comments on the availability and need for selected types of occupational personnel, a general summary of supply and demand relationships for selected occupational education personnel is provided in Appendix B3.

CHAPTER 8

A COMPETENCIES APPROACH TO DEVELOPMENT OF OCCUPATIONAL EDUCATION PERSONNEL

A growing belief exists among professionals in the field of education that selected criteria can be developed and used to distinguish good teaching from poor teaching. Such criteria if properly developed and employed possesses special potential for all of teacher education. It provides both a format for improving the process of teacher development and a focus for insuring a better product.

To be sure, a competency or performance based approach to teacher training requires a break from traditional patterns of preparation and development. There is evidence of growing support for this concept. A recent statement by the American Association of Colleges for Teacher Education places this support in perspective:

> For too long, the emphasis in training programs has been on the mere accumulation of credits, courses, and degrees as evidence for readiness to undertake professional roles. Demonstrated competency, the real test of readiness, is the focal point for emphasis in performance-based training programs (A.A.C.T.E., 1972).

Opportunities inherent in competency-based personnel development have special significance for occupational education professionals. The relative high cost of personnel preparation, the need for increased numbers of personnel, and the demand for new and different types of personnel in a variety of educational specialties highlight both the interest and opportunity in this alternative to more traditional methods of educational personnel development.

The use of competencies in occupational teacher development provides a good example. Occupational teacher competencies can generally be categorized as 1) professional, 2) subject matter, and 3) general and knowledge acquisition (Moss, 1971). Studies of the professional competencies at the National Center for Vocational and Technical Education beginning in 1967, not only support the need for competency-based vocational teacher preparation but also identify 237 (professional) performance elements needed by practicing personnel. Competencies were identified in an analysis of teaching in the "vocational service areas," (Agriculture, Business and Office, Distributive, Health Occupations, Home Economics, Technical, and Trade and Industrial). Two major conclusions were drawn from the analysis of these identified performance elements. First, that "there were very few differences found between the elements important to secondary and post-secondary teachers." Second, that differences between identified (professional) performance elements for different service areas were negligible (Cotrell, et al., 1972).

This latter conclusion is significant in that it builds a case for what is often referred to as a commonalities approach to occupational teacher development. The appropriateness of the approach has been veri-

fied by a series of studies. Most notable is a 10 state study (Courtney and Halfin, 1970) which resulted in a common core of professional curricular experiences for occupational teachers. Such an approach refutes the contention that the best preparation programs are those in which professional skills and knowledge are integrated with technical preparation in a four year college teacher training program.

The commonalities approach for acquiring professional education competencies is designed to complement content preparation in a particular occupational specialty gained through conventional university programs as well as technical competence gained on-the-job or in community college programs.

By focusing on those competencies needed by all occupational teachers, regardless of service area, many process oriented personnel development activities frequently tied to specific content areas are combined. Although the present system of teacher preparation and development offers a good base, the implementation of this competency approach will require considerable curricular revision. However, the concept holds much potential for improving both the quality and efficiency of most teacher development activities.

A brief look at the rationale underlying common occupational teacher competencies offers a clue to emerging interest and acceptance.

1. Competencies tend to fuse requirements for knowledge and skills in an orientation toward performance.
2. Competency identification in a manner similar to functional job analysis allows program planners to focus in on specific cognitive, affective, and psychomotor requirements for effective job education.
3. Competency-based preparational programs possess the potential for being more efficient in terms of time and dollars by improving the focus of programs and eliminating duplication.
4. Competencies provide a more realistic basis for the selection, evaluation, and certification of prospective educational personnel.
5. Competencies as a basis for preparation allow greater flexibility in program refinement and restructure in accordance with changing needs of students and educational institutions.
6. Competency-based preparation programs facilitate the individualization of instruction which allows the student to proceed in learning at a pace consistent with his ability and interest.
7. Competency-based requirements for personnel lend themselves to a variety of educational program arrangements both preservice and inservice.

8. Competencies provide an ideal goal for planned learning activities due to their behavioral orientation; learning objectives are more realistic in terms of function or performance than in terms of content.

9. Competency-based personnel development programs possess the potential for improving the accountability of teacher education programs to the people they serve.

10. Competency-based curriculums-give recognition to the skills, knowledge, and attitudes which students bring into programs thus improving the focus on the value added by the formal educational experience.

While the above characteristics of competency-based programs possess merit for occupational teacher preparation, the appropriateness of performance oriented criteria for developing other occupational education personnel demonstrates similar potential. The use and appropriateness of competencies for occupational personnel development have been carefully reviewed and described in other studies which deserve particular attention. Three important references in addition to those previously mentioned include:

Competencies for Teachers: Vocational Education Shows the Way by David R. Terry, Randall L. Thompson, and Rupert Evans, Bureau of Educational Research, University of Illinois, Urbana, June, 1972;

Illinois Vocational Teacher Education Conference on Competencies Development Summary Report, Illinois Division of Vocational and Technical Education, Springfield, Illinois, 1970;

Changing Role of Vocational Teacher Education, Rupert N. Evans and David R. Terry, editors, McKnight and McKnight Publishing Company, Bloomington, Illinois, 1971.

Appendix D includes information from three activities of competency identification conducted concurrent to this study. These efforts in identifying, developing, and testing needed personnel competencies for 1) occupational teachers, 2) occupational administrators, and 3) career guidance and counseling personnel provide a focal point for recasting the current system of personnel development.

CHAPTER 9

RECOMMENDATIONS FOR IMPROVING OCCUPATIONAL EDUCATION PERSONNEL DEVELOPMENT IN ILLINOIS

The following conclusions, recommendations, and supporting actions are offered as observations for improving the nature, components, processes and products of the occupational education personnel delivery system in Illinois.

Information from the Personal Interviews, Competency Identification, Institutional Information Request, Research Survey, Opinionnaire, related literature and working draft reviews formed the basis of these recommendations.

Action on implementation is critically needed to improve the presently strong Illinois system of personnel preparation and development. No one agency, institution, organization or individual is intended to assume full responsibility for acting on these recommendations. Required is a sincere, mutual interest by a variety of organizations and individuals to initiate concerted action.

The following are not intended to be final prescriptions for correcting the system. Rather, they give substance to observed demands and identified needs in occupational education development which must be answered and served prior to achieving implementation of career education.

RECOMMENDATIONS FOR IMPROVING THE OCCUPATIONAL EDUCATION PERSONNEL DEVELOPMENT IN ILLINOIS

Conclusions	RECOMMENDATIONS	SUPPORTING ACTIONS
The major responsibility for insuring the continuous education and development of occupational teachers, administrators, guidance and other educational personnel rests with the local education agency. Nearly 75 percent of the budgets of secondary schools and community colleges is expended for personnel yet little planning is done or resources devoted to upgrading or insuring the competency of these personnel.	1. Local education agencies should provide more appropriate and expanded incentives to encourage their personnel to participate in a variety of inservice development activities.	1a. Local education agencies should develop mechanisms within salary schedules which provide recognition for related work experience which improves occupational competence equivalent with that given for additional graduate credit. 1b. Local education agencies should allocate internal resources to provide for planning and operation of personnel development programs and activities. 1c. Teacher training institutions (TTI) should provide leadership and support to assist local education agency(s) in inservice development.
	2. Local education agencies should prepare as a part of their local one and five year plan for vocational education, a plan for inservice education of occupational personnel and coordinated with the annual plan submitted to the Office of the Superintendent of Public Instruction.	2a. State education agency(s) (SEA) should establish criteria for evaluating local plans for inservice development for occupational personnel. 2b. SEA's and teacher training institutions should utilize this information for program planning. 2c. SEA's and TTI's should provide assistance and consultant service to local education agencies developing such plans. 2d. The University Occupation Coordinators Committee should act as a broker between local education agencies needing inservice development for personnel and agencies (business, government, teacher training institutions) capable of assisting.
A major obstacle to the widespread acceptance of career development is the shortage of elementary teachers competent to develop such programs in local education agencies.	3. TTI's should offer courses or program options to develop elementary teacher competencies for implementing programs of career development.	3a. SEA's in cooperation with TTI's should support the initiation of pilot competency-based programs (inservice and preservice) for developing elementary teachers with career development competencies.

Conclusions (cont.)	Recommendations (cont.)	Supporting Actions (cont.)
	4. SEA's should provide special consideration and a higher level of special funding for schools offering programs of career development for elementary students.	3b. SEA's should support in cooperation with TTI's, a series of inservice programs to prepare elementary teachers with career development competencies. 4a. The SEA's providing funds should provide specific guidelines for the design of career development programs. 4b. SEA's should allocate resources to establish and maintain programs of career development. 4c. SEA's should seek state appropriations for funding local programs of career development.
	5. SEA's should support distribution of DVTE elementary career development curriculum materials on a statewide basis.	5a. DVTE should explore development of these education curriculum materials with publishers. 5b. SEA's should develop a coordinated system for collecting and gaining access to educational curriculum materials.
When the demand (by level and type) for occupational education personnel is relatively constant, resources within the state can generally be employed to meet these demands. However, as the demand accelerates or as requirements for new types of skills emerge it becomes difficult to plan and prepare for the unknown.	6 One official state document detailing goals for occupational education should be developed. This document should be developed in cooperation with state education agency(s), local education agency(s), professional associations, and representatives of the public at large.	6a. SEA's should develop one source document detailing goals for occupational education and specific program objectives. 6b. Document should establish both immediate and long range goals for implementing high quality occupational education in Illinois. 6c. Document should be updated and revised on an annual basis. 6d. The development of the "State Plan for the Administration of Vocational and Technical Education" should be consistent with this one source document.
A long tradition of preservice preparation in teacher training institutions, the relatively high cost of field services, and the absence of institutional incentives for rendering such service have prevented colleges and universities from giving appropriate emphasis to inservice personnel development. Fifty-six percent of the respondents to the Research Survey indicated that personnel in their respective schools had a major need for inservice development.	7. Teacher training institutions should explore and implement new forms of program delivery to meet the growing need for inservice development of occupational education personnel in secondary schools and community colleges.	7a. DVTE should encourage use of new methods of delivering inservice activities by funding alternatives to traditional on-campus summer workshops.

Conclusions (cont.)	Recommendations (cont.)	Supporting Actions (cont.)
		7b. The one and five year plan should support a detailed study of local education agencies to access the kind and type of inservice development needed by occupational education personnel. 7c. Teacher training institutions should develop and test the use of on-site personnel development teams which in cooperation with local school and community leaders plan a program of inservice activities for personnel. 7d. SEA's should initiate a cooperative registry of inservice programs, extension courses, and personnel development activities offered for occupational education personnel. 7e. Teacher training institutions and community colleges should expand their efforts in the cooperative delivery of inservice programs in conjunction with other universities, community colleges, business, industry and government. 7f. SEA's should explore in conjunction with professional organizations the feasibility of conducting inservice activities at professional meetings and conferences. 7g. Inservice activities should be designed to focus upon developing specific competencies needed by individuals.
Teacher training institutions have a responsibility in preservice personnel development to insure that a minimum level of competence has been achieved by each of its graduates. Competency statements detailing what these skills, knowledge, and understandings should be, provide an appropriate focus for the training and preparation of all occupational education personnel. Such identified performance criteria provide a chance to move beyond courses and grades as the measure of potential.	8. Teacher training institutions should consider the benefits of moving toward competency or performanced-based personnel development activities both inservice and preservice.	8a. DVTE should continue to support the assessment and identification of competencies for all occupational education personnel. 8b. Teacher training institutions should move toward implementation of competency or performanced based curriculums in all occupational personnel development programs. 8c. DVTE should continue to support the identification of career development competencies needed for elementary teachers and to cooperate with other agencies and selected teacher training institutions in implementing model competency-based programs.

Conclusions (cont.)	Recommendations (cont.)	Supporting Actions (cont.)
		8d. DVTE should cooperate with TTI's and encourage the development of pilot competency based programs in the following areas: 1) occupational education administrators 2) occupational instructional personnel 3) supportive personnel, i.e., elementary teachers with career development competencies.
A growing dissatisfaction exists with the current system used to certify educational personnel for the schools. The excessive emphasis on courses with limited recognition of demonstrated performance is at best a highly questionable practice. In the case of occupational instructional personnel, this long used practice actually works to restrict the entrance of individuals especially qualified to teach because of their work experience backgrounds.	9. Various organizations in cooperation with TTI's, LEA's, and SEA's should work to identify certification criteria which provides recognition for: a. authenticated work experience b. demonstrated administrative or educational competence c. existing occupational skills regardless of source.	9a. Teacher training institutions in cooperation with the responsible certification agencies should initiate on a pilot basis model preservice programs for occupational instructional personnel which are competency-based and oriented toward performance. 9b. DVTE should support with other agencies the development and testing of selected competency-based preparation programs which lead to certification. 9c. DVTE should cocperate with the Office of the Superintendent of Public Instruction and responsible certification agencies in developing alternative routes to certification for those aspiring to enter occupational teaching.
	10. SEA's should plan and conduct on-site evaluations of occupational education personnel development programs and activities at each of the public teacher training institutions in Illinois. These evaluation activities should follow the general format of the evaluation system currently utilized by the Division and should be aimed at offering recommendations to the institution for improving its own organization and delivery of occupational education personnel development activity.	10a. A format for the evaluation should be cooperatively developed between OSPI, DVTE, IBHE, and the Statewide Occupational Coordinators Committee. 10b. Responsible agencies should initiate requests for necessary pre-evaluation program, faculty, and student data. 10c. DVTE should schedule and sponsor the conduct of the evaluations during one academic year. 10d. DVTE should cooperate and coordinate those activities with the recently developed IBHE Task Force on the Education of Teachers and its Occupational Education Sub-Committee.

Conclusions (cont.)	Recommendations (cont.)	Supporting Actions (cont.)
Many of the personnel development activities conducted throughout the State for occupational education personnel are haphazardly planned. Occupational teacher preparation programs have frequently grown out of a tradition of preparation appropriate to past needs as opposed to growing out of currently assessed and identified needs. This problem is compounded by limited scope of information available from SEA's.	11. DVTE should develop an information system possessing the capability to collect, process, analyze, store and retrieve occupational education program, enrollment, personnel, and funding data utilizing modern computer and analytical techniques.	11a. DVTE should continue the development, in cooperation with other SEA's, of a statewide management information system for occupational education programs. 11b. System design should be a cooperative effort involving local education agencies, teacher training institutions, and state education agencies. 11c. System should be designed to be compatible with those developed by other agencies and institutions. 11d. Access to system should be made to teacher training institution and state and local education agencies. 11e. System would possess the capability to provide supply-demand data for occupational education personnel.
	12. To improve the appropriateness of program offerings to meet identified needs and to complement DVTE information system development, all public teacher training institutions should develop a plan for need assessment in the area of occupational education personnel development.	12a. As a part of the University Occupational Coordinator's contract, DVTE should require submission of this need assessment plan. 12b. DVTE, in cooperation with the University Occupational Coordinators, should support the design and development of a model plan for need assessment appropriate for teacher training institutions. 12c. Need assessment and analysis information should be utilized in developing priorities for SEA's funding priorities.
The Division of Vocational and Technical Education possesses limited authority and financial resources which can be employed to renew occupational education personnel development. Much of the initiative needed to bring about needed changes in the nature and delivery of personnel development programs must necessarily come from teacher training institutions and local education agencies. However, by focusing its support for new program alternatives of personnel development, DVTE can play an important role in demonstrating the advisability of incorporating such changes into on-going programs.	13. DVTE and IBHE should identify and support selected public TTI's as model centers for career education personnel development. Institutions selected should at a minimum possess the following characteristics; 1) a unique mix of institutional resources, 2) a demonstrated ability to produce, 3) a strong institutional commitment to career education, and 4) a willingness to consider reorganization to better serve occupational education personnel development needs.	13a. DVTE and IBHE should cooperatively develop the criteria and design a process for selecting institutions to become model centers. 13b. DVTE within its available resources should identify and fund activities associated with planning and implementation. 13c. DVTE, in cooperation with other SEA's, should design a process for evaluating the model center concept.

Conclusions (cont.)	Recommendations (cont.)	Supporting Actions (cont.)
	14. Utilizing the exemplary project approach to demonstrating needed changes in the nature of personnel development, DVTE in cooperation with other SEA's should fund selected pilot programs from among the following: a. program of personnel development which broadly demonstrated the benefits of inter-institutional cooperation. b. new program strategy for delivering personnel development directly to the local education agency c. capstone program for preparing occupational instructional personnel d. program of personnel development aimed at preparing women as occupational teachers in emerging fields or fields traditionally covered by men e. program for preparing occupational instructional personnel capable of serving the special needs of students who are handicapped or disadvantaged f. program for preparing or developing guidance personnel which exhibits a major emphasis on career development and occupational guidance g. competency-based instructional package for developing placement personnel (inservice or preservice) for occupational programs h. curriculum development and renewal i. evaluation of teacher education.	14a. Based upon identified need, SEA's should identify and support such exemplary projects. 14b. TTI should encourage incorporation of successful activities into on-going program offerings. 14c. DVTE, along with other SEA's, should provide consultant assistance in the design, implementation, and evaluation of exemplary activities.
Good communication is requisite for the effective development of strong statewide personnel development activities. This need is particularly acute in any system as loosely structured as that described in this report. To focus resources, to improve the compatibility of goals, and to check duplicated efforts are but a sample of the benefits resulting from communication and voluntary coordination in occupational education personnel development.	15. Within available resources DVTE should continue to support the statewide University Occupational Education Coordinators Committee in an advisory and liaison capacity and expand the membership of this committee to include representatives of the following groups: a. community college occupational program administrators b. secondary school occupational program administrators c. occupational teachers from either secondary schools or community colleges d. Illinois Department of Labor e. private teacher training institutions f. Office of the Superintendent of Public Instruction	15a. The Occupational Coordinator contractual agreement should include performance requirements relating to: —participation in committee activities —submission of reports —conduct of needs assessment activities —activity in managing funded contracts —activity in implementing recommendations of this plan 15b. Institutions participating in the Committee should gradually increase the level of Occupational Coordinator funding.

Conclusions (cont.)	Recommendations (cont.)	Supporting Actions (cont.)
Occupational education activities conducted in settings other than public schools and community colleges is an expanding area deserving attention. Occupational teachers, guidance counselors and administrators are in high demand to staff such activities in manpower programs, correctional institutions, industrial programs, proprietary institutions, and other educational programs. It is estimated that the manpower program delivery system will generate 4,700 jobs for staff in the state during the 1973 fiscal year.	16. SEA's, TTI's, and other responsible educational agencies should expand their commitment in occupational education personnel development beyond typical public school and community college personnel to include individuals responsible for programs in manpower activities, proprietary schools, correctional institutions, business and industry programs, etc.	16a. TTI's should broaden the base of curriculums to allow program options in preparing individuals for specialized occupational responsibilities. 16b. SEA's should explore the need for providing inservice activities for personnel employed in delivering such programs.
TTI's, in addition to increasing their efforts in needs assessment, must carefully review internal systems of program delivery for occupational education personnel development. Sixty-six percent of the respondents to the Research Survey indicated that TTI's were not providing an adequate variety of inservice development activities for occupation education personnel.	17. At a minimum, TTI's should direct their efforts to exploring and testing the use of the following alternative instructional strategies and procedures in addition to those previously mentioned: —off-campus instruction in centrally located resident centers —supervised work experiences and internships in business, industry, and government —traveling resource personnel and field consultants who act as resource personnel for local education agencies and who broker inservice activities available from the institution —cooperative delivery of both preservice and inservice personnel development activities by TTI's —individually designed and packaged programs of personnel development for local education agencies —capstone programs for preparing occupational instructional personnel which give recognition through credit equivalency for community college occupational programs and authenticated work experience in applicable occupational areas.	17a. TTI's should seek external support for funding such activities in cases where development or testing of alternative activity models cannot be supported by existing resources. 17b. SEA's should cooperate with institutions and outside agencies in planning and conducting such activities and should provide a vehicle for disseminating the results of these pilot activities.
The statewide system of personnel development is critically in need of better evaluation components and activities. Congruency type evaluation is needed to assess descrepancies between objectives and performance, and contingency type evaluation is needed to assess alternative goals and directions which may be taken either by the system as a whole or its constituent parts. Information generated from the Personal Interviews and the Institutional Information Request indicated not only that planned evaluation was generally lacking but that most often these evaluative activities were ad hoc exercises, the results of which were seldom used in making program decisions.	18. DVTE along with other SEA's should initiate a systematic plan for evaluating its state-level personnel development activities in occupational education.	18a. DVTE should develop and utilize an evaluation plan similar to "A Model to Evaluate Personnel Development in Vocational Education" recently developed by the Center for Vocational and Technical Education at The Ohio State University.

Conclusions (cont.)	Recommendations (cont.)	Supporting Actions (cont.)
		18b. Information developed from the evaluation should be used by SEA's in identifying their own priorities for funding and should be transmitted to TTI's for use in their program planning processes. 18c. At a minimum this plan and its associated procedure should: 1) provide a means for gathering data and developing information 2) detail a methodology for analyzing data and for stating findings and recommendations 3) offer some assessment of the impact of activities relative to existing needs.
	19. TTI's and local education agencies should develop more conscious and conspicuous processes of program review and renewal for occupational education personnel development. At a minimum, activities should include: 1) need assessment surveying techniques 2) unit self-evaluations 3) graduate follow-up studies 4) employer evaluations 5) personnel development advisory councils	19a. SEA's should cooperate in the development of a model evaluation program for TTI's. 20a. Final reports of contractual agreements with the University Occupational Coordinators should include a report of progress made in utilizing resources external to the University.
Participants in the Personnel Survey generally indicated a concern for the preparational environment characteristic of most preservice personnel development programs. This concern was reflected in a series of suggestions among which were: 1. reduction in requirements of on-campus courses required for a degree 2. earlier experience in work before groups for prospective personnel 3. increased utilization of resources (personnel and learning environments) which are external to the campus 4. expanded cooperative resource sharing with business, industry, government, and local education agencies in the personnel development process.	20. TTI's should explore the cooperative use of resources external to the University for use in occupational educational personnel development as a means of: 1) improving the quality of all program offerings 2) expanding the diversity of preparational programs for occupational teachers 3) building productive relationships with client and employer groups, e.g., advisory committees 4) identify placement opportunities for internships and other field experiences 5) improving the efficient use of university resources 6) providing occupational skills for students	20b. DVTE funded contractual agreements should encourage the development and use of such external resources.

APPENDIX A
DEFINITION OF TERMS

The following definitions are provided for the purpose of standardizing terms employed in the document. Other terms and wording used in the document are considered to be self-explanatory.

Administrative Personnel

Educational personnel having formal responsiblity for the planning, development, support, delivery, and evaluation of occupational programs within a local school, community college or institution offering educational programs, e.g., vocational directors, occupational directors, or community college occupational deans.

Capstone Program

Planned sequence of learning experiences at the upper division level of colleges and universities designed to complement the community college occupational associate degree or authenticated work experience and serve as the basis for awarding the baccalaureate degree.

Career Development

A lifelong process which involves a series of experiences, decisions, and interactions which cumulatively result in the formation of a viable self-concept and provides the means through which that self-concept can be implemented both vocationally and avocationally.

Career Education

Total program effort or curricular orientation of local educational agencies which focuses on presenting organized career-oriented activities and experiences for the community, nursery school through adulthood; its characteristics include activities designed to assist individuals in the development of a realistic self-concept, acquainting them with career opportunities, helping them develop career decision-making skills, while at the same time providing the vehicle for development of skills and abilities needed by individuals to achieve a career goal.

Competency-Based Curricula

Program of instruction or sequence of experiences organized with the expressed objective of developing specific abilities, skills, understandings, and attitudes identified as being essential to performance in a particular role or responsibility.

Curriculum or Program

General plan of experiences of instruction organized or approved by the serving institution for the purpose of qualifying the student for graduation, certification, or entry into a profession or occupation.

Guidance Personnel

A type of supportive personnel responsible for programs and activities which result in assistance to students in making sound social, educational and career decisions based upon the knowledge of their own interests, aptitudes, abilities, and general psychosocioeconomic situation.

Inservice Development

Systematic instruction and planned educational experiences designed to promote the continuous development of educational personnel after they enter the profession of education.

Instructional Personnel

Individuals employed or utilized by an educational institution or organization for the purpose of developing, guiding, and directing learning experiences for the students served, i.e., teacher.

Local Educational Agency (LEA)

Any one of the variety of public and private institutions, groups, and bodies with a major interest in the delivery of education

programs, e.g., local school districts, community colleges, correctional institutions, proprietary schools, manpower training programs.

Occupation

Term referring to a person's regular work, business, pursuit or means of earning a living.

Occupational Education

An organized sequence of learning experiences generally administered through a secondary school, community college, manpower, or adult education program designed primarily to prepare individuals for immediate employment or to up-grade skills required for advancement within a particular job or occupation.

Orientation Personnel

Individuals responsible for organizing and delivering comprehensive programs of occupational and career orientation as a basis for educational and career decision making and planning; generally conducted between the 7th and 10th grade level.

Para-Professional Personnel

Individuals employed or utilized by educational institutions or agencies in the delivery of educational programs who assist in the process of teaching guidance, or administration based upon their particular skill or interest; generally formal educational preparation is below the baccalaureate level; a more narrow concept than supportive personnel.

Personnel Development

Learning activities or experiences which provide for the preparation of potential or existing educational personnel (instructional, administrative, supportive) for performance in a new role or responsibility, or which improve their performance in an existing one; includes both preservice and inservice education in a variety of forms.

Preservice Development

Planned educational experiences or programs which prepares or qualifies an individual for initial employment as an administrator, teacher, counselor, etc.

State Education Agency (SEA)

Any one of the major public education bodies of state government to include the Office of the Superintendent of Public Instruction, the Division of Vocational and Technical Education, and the Illinois Board of Higher Education.

Supportive Personnel

Individuals employed and utilized by institutions and agencies in the delivery of educational programs that do not fit into categories of administrative or instructional personnel; e.g., guidance personnel, curriculum specialists, instructional technicians, state education staff, etc.

Teacher Educator

Individual generally employed at a teacher training institution whose profession is planning, conducting, testing and evaluating educational programs and activities for developing educational personnel.

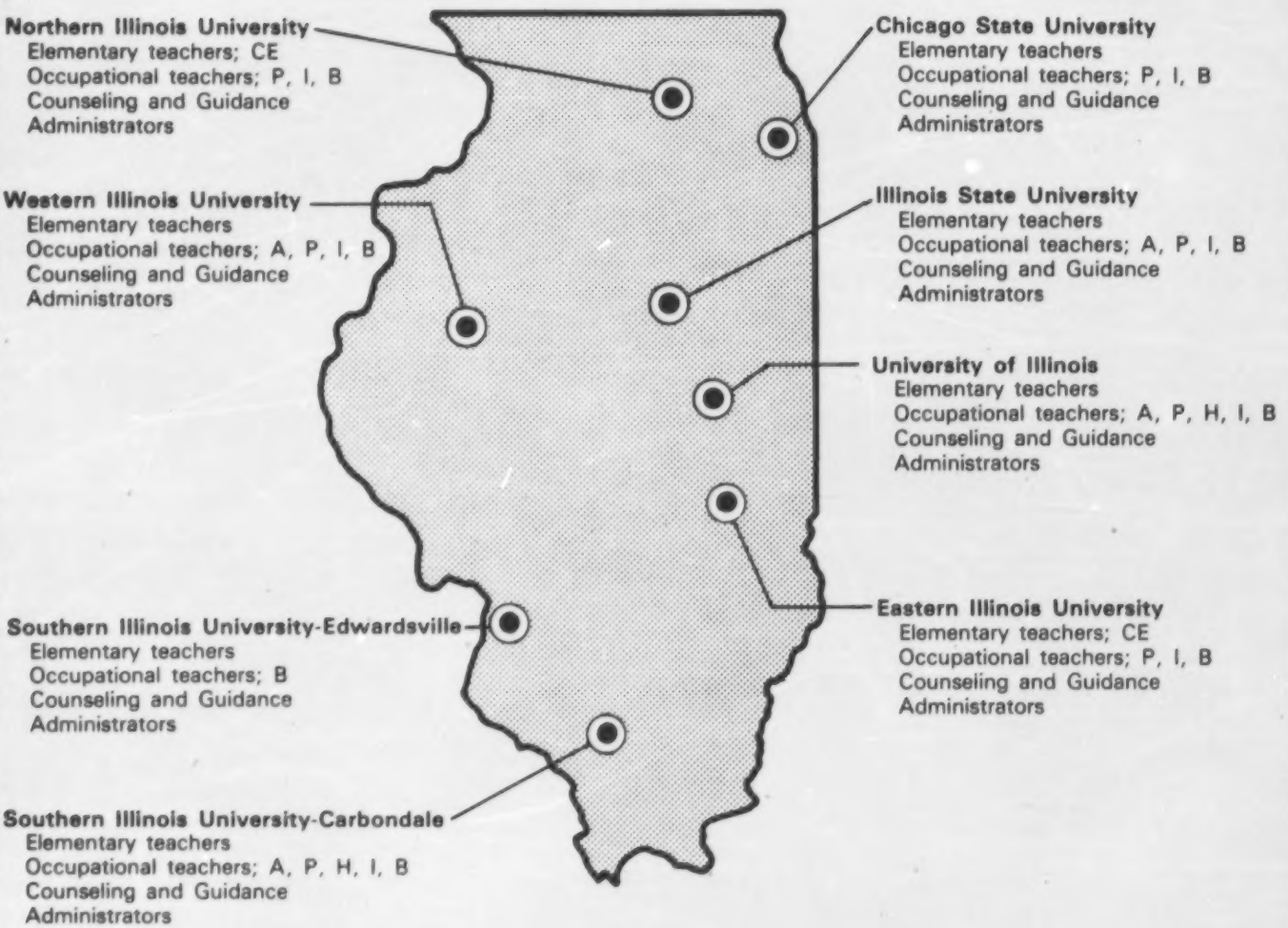
Teacher Training Institution (TTI)

College, university, or organization responsible for programs designed to help individuals qualify, prepare, or develop themselves for responsibilities for instructional, administrative, or supportive roles in the field of education.

Vocational Education

Generic term used to describe educational and training programs organized to prepare students for entrance or upgrading into a particular occupation.

APPENDIX B1
SURVEYED PUBLIC TEACHER TRAINING INSTITUTIONS AND THEIR PRESERVICE PROGRAM OFFERINGS FOR OCCUPATIONAL EDUCATION PERSONNEL IN ILLINOIS



CE – option or specialty in career education
A – applied biological and agricultural
P – personal and public service
H – health
I – industrial oriented
B – business, marketing, and management

APPENDIX B2

STATEWIDE PRODUCTION OF OCCUPATIONAL EDUCATION PERSONNEL: NUMBER OF DEGREES AWARDED BY SERVICE AREAS IN SURVEYED PUBLIC TEACHER TRAINING INSTITUTIONS

SERVICE AREAS	Chicago State University				Eastern Illinois University				Illinois State University				Northern Illinois University			
	B	M	S	D	B	M	S	D	B	M	S	D	B	M	S	D
Applied Biological and Agricultural Occupations									64							
Business, Marketing and Management Occupations	120	29			91	15			102	14			82	35	3	10
Health Occupations																
Industrial Oriented Occupations	65	29			71	17			84	25			43	24	4	
Personal and Public Service Occupations*	40				63	16			66	8			45	17		
Counseling		68				62	5			65				120	2	6
Administration							14			27	1	7		12	3	
Elementary	479	10	1		369	69			573				1050	95		3

SERVICE AREAS	Southern Illinois University at Carbondale				Southern Illinois University at Edwardsville				University of Illinois				Western Illinois University			
	B	M	S	D	B	M	S	D	B	M	S	D	B	M	S	D
Applied Biological and Agricultural Occupations	40	6							20	27	7	4	14			
Business, Marketing and Management Occupations	156	20			54	38	3		15	5	3		40	15		
Health Occupations	6[1]								5							
Industrial Oriented Occupations	40								30	9	6	10	40	10		
Personal and Public Service Occupations*	54			4					25	16	2	3	42			
Counseling		30		7		81	13							45		
Administration		34		5		44	11			9	16	10		30	24	
Elementary	400	35		17	299	76			NA				400	27		

* Home Economics education graduates are included in this figure.

[1] Estimate

B – Baccalaurate
M – Masters
S – Special
D – Doctorate

APPENDIX B3

SUMMARY OF SUPPLY-DEMAND RATIONSHIPS FOR OCCUPATIONAL EDUCATION PERSONNEL AND IMPLICATIONS FOR INSERVICE AND PRESERVICE DEVELOPMENT

Type of Personnel	Supply	Demand	Comments	Inservice Priority	Preservice Priority
OCCUPATIONAL INSTRUCTIONAL PERSONNEL (11-14)					
Applied Biological and Agricultural	Adequate for rural areas; inadequate for individuals possessing skills to train individuals for related occupations in urban areas	Strong; growing in urban areas	Shift in demand away from strong emphasis on production agriculture; demand for teachers of agricultural business related occupations growing; need for teachers with horticultural skills especially high in urban areas; preservice preparation continues to be tied to traditional production agriculture programs; emerging demand for teachers qualified to prepare individuals in environmental occupations, especially in community colleges	Development of new areas of occupational competency for current teachers	Teacher preparation curriculums for emerging related occupations; improved curriculum assessment; competency development in cooperative education program management
Business, Marketing, and Management	Excess in selected areas related to office occupations; shortage of teachers with competencies to prepare students in specialized occupations	Currently strong for nonclerical occupations; slowing demand for teacher of traditional business subjects, kept moderately strong due to relatively high turnover rate	Growing demand exceeds supply for teachers in related occupations such as data processing, transportation, food preparation, hotel-motel management, specialized accounting, administrative secretary; localized demands for training in specialized occupations; changes needed in certification to provide schools opportunity to employ individuals with occupational experience and competence in high demand occupational areas	Major retraining to prepare existing teachers to handle high demand occupational areas	New programs needed in high demand areas; expanded options in current university preservice programs

Type of Personnel	Supply	Demand	Comments	Inservice Priority	Preservice Priority
Health	Extremely limited; only two university preparation programs recently initiated producing a limited number of qualified teachers	High and growing as schools become aware of employment opportunities	Teachers in all related occupational areas in demand; variety of employment opportunities in many districts coupled with high cost of in-school programs make adviseable cooperative health occupations programs; registration and certification requirements force many related programs into community colleges	Capstone curriculums for currently practicing licensed medical technicians and personnel	Support for development of strong programs in 2-3 institutions; emphasis on developing competencies for cooperative health occupation program management; emphasis on developing joint training agreements—universities and institutional medical facilities
Industrial Related	Good in selected areas; limited availability of individuals with previous work experience in area	Strong for individuals in most related areas; especially high for individuals with industrial experience; special competencies in high demand occupations most needed	Area has changed measurably in past ten years; decreasing demand for industrial arts teachers; priority placed on related occupational experience by many school employers; Capstone programs for individuals currently practicing to become teachers most needed	Universities need to develop mechanism for certifying and offering credit for certified occupational experience; employing schools need to provide financial incentives for related work experience for teachers commensurate with graduate credit hours	Cooperative education programs to prepare teachers notably needed as ground-up preservice preparation is costly and frequently dated; Capstone programs needed to build on strong and varied community college occupational programs
Personal and Public Service	Low for teachers in related high demand occupations such as law enforcement, fire prevention and control, corrections, social service, quantity foods service, etc.	Generally high with exceptional growth potential as local education agencies become aware of employment opportunities in related occupations	Changes in certification needed to allow movement of competent practicing professionals into area; growing employment opportunities in public sector increases potential of new secondary school and community college programs; Capstone programs would increase supply of competent teacher with strong occupational backgrounds	Development of current teachers to broaden exposure to opportunities in area; building competency to manage and provide cooperative education programs	Capstone programs to prepare practicing professionals and community college occupational graduates as teachers in area

Type of Personnel	Supply	Demand	Comments	Inservice Priority	Preservice Priority
OCCUPATIONAL ORIENTATION PERSONNEL (9-10)			(To be completed by DVTE staff)		
COUNSELING AND GUIDANCE PERSONNEL (with competency in career development and vocational guidance)	Low; present university programs provide little or no emphasis in vocational guidance	Moderate to high; growing interest in employing such personnel with vocational counseling competency	High priority need for implementing strong career education programs is improved vocational guidance; needed for local education agencies to make better use of existing occupational preparation programs; needed to improve match between vocational apptitudes, interests, and abilities and educational programs offered by schools and followed by students	Urgent need to offer inservice programs for developing vocational counseling skills; special need to build competencies in providing vocational assessment, occupational information, group counseling, career decision making	Major curriculum evaluation needed in many counselor education programs; research to assess competencies needed; special options in existing preservice programs which emphasize vocational guidance competencies
CAREER EDUCATION DIRECTORS AND ADMINISTRATORS	General supply of administrators is adequate; administrators with occupational or career education specialty is low	High demand for directors of career education programs	Competency-based programs currently in operation to prepare such personnel; many personnel currently in position have little or no special training; currently no special requirements for career education directors	High need for inservice preparation in occupational program planning, management, delivery and evaluation; current inservice activities supported by D.V.T.E. should be extended; special inservice activities needed on implementing career education at elementary level	Continuation and expansion of competency-based development programs for career education directors
ELEMENTARY TEACHERS (with competencies in career education or career development)	Elementary teachers generally in excess; supply with special competencies for teaching career education or providing programs of career development extremely limited	Demand for elementary teachers generally constant, decreasing in selected geographical areas; relative demand for such personnel with career education competency is increasing	Growing interest in career education in many school districts makes elementary teachers with career education teaching competencies more attractive; increase in state agency support for occupational information at elementary level could substantially increase demand; currently no formalized university preparation programs which insure development of career education competencies for such personnel	Expansion of inservice programs and activities to develop career education competencies for personnel is needed	Preservice programs should be encouraged; specific competencies for career education qualified elementary teacher should be identified

APPENDIX C

SUMMARY OF OPINIONNAIRE RESPONSES

Midway through the development of the study activity a series of preliminary conclusions were reached based upon the findings of the Research Survey and Personnel Interviews. These preliminary conclusions were then transformed into declarative statements detailing selected key considerations for statewide planning of personnel development in occupational education.

One hundred forty teachers, administrators, and teacher educators selected randomly from throughout the state were then asked their opinion concerning these statements. Returned responses totaled 124. A summary of the results follow.

STATEMENT	OPINION		
	Agree	Disagree	Undecided
1. Manpower studies that detail short and long-range demand for a broad range of occupational specialties are required for planning good programs of personnel development in career education.	86%	5%	9%
2. Industrial arts programs typically offered in high school curriculums have limited value in a comprehensive career education program.	39%	44%	17%
3. Secondary schools should provide the opportunity for every student graduating to possess a job skill which makes him employable.	88%	7%	5%
4. Adequate evidence exists to support a commonalities approach to preparing occupational teachers.	66%	18%	16%
5. Universities must assume the major responsibility for providing inservice programs to upgrade local school career education personnel.	70%	14%	16%
6. Programs of career development and career education have value for every student passing through the school system.	97%	0%	3%
7. The concepts of career education and career development are generally understood by administrators and instructional personnel in secondary schools and community colleges.	3%	97%	0%

STATEMENT	OPINION		
	Agree	Disagree	Undecided
8. Substantial credit for work experience in a selected occupational area provides an acceptable alternative to the typical "groupd up" preparation of occupational teachers.	73%	81%	9%
9. The state vocational agency should provide financial incentives in the reimbursement process to career education programs in local schools whose personnel have participated in bonified inservice development activities.	84%	9%	7%
10. Part-time university graduate programs for local career education personnel are an effective means of providing adequate inservice development.	63%	27%	10%
11. Competency-based development of career education personnel provides indentifiable advantages over the current practice of most university preparation programs for teachers, administrators and guidance personnel.	57%	11%	32%
12. The preparing institution should be held accountable for the performance of educational personnel they produce.	81%	10%	8%
13. Adequate standardized tests of occupational performance exist to measure occupational competence possessed by students entering university occupational teacher education programs.	2%	77%	21%
14. Greater emphasis should be placed on developing skills for educating the disadvantaged in all university preservice personnel development programs.	84%	9%	7%
15. Teacher education institutions should grant credit toward graduation of occupational teachers for work experience in the selected occupational specialty.	80%	7%	14%
16. Part-time university graduate programs leave much to be desired as an effective means of improving the performance of career education personnel.	45%	34%	21%
17. Personnel placement and follow-up should exist as a functional component of university preservice development of teachers, administrators, guidance personnel and paraprofessionals.	91%	0%	9%
18. Planning and supervising business and industry internships to upgrade occupational competencies should become a regular practice for teacher education institutions.	89%	6%	5%
19. Differentiated staffing of occupational programs in secondary schools and community colleges is a productive and feasible goal for program delivery.	45%	37%	18%
20. Universities would profit from utilizing advisory committees for occupational teacher education programs.	95%	1%	4%
21. The state vocational education agency should evaluate the performance of occupational teacher education programs.	48%	28%	25%

STATEMENT	OPINION		
	Agree	Disagree	Undecided
22. The state vocational education agency should support a major effort to disseminate research and curriculum information to teacher education institutions.	89%	8%	3%
23. Career education personnel development should extend beyond typical teacher education to include personnel in manpower programs, correctional institutions, industrial programs, and other special groups.	90%	0%	11%
24. Universities should improve the utilization of teacher educators by combining courses which are essentially common to all occupational areas.	77%	14%	9%
25. Universities should develop capstone degree programs in occupational teacher education which fully recognize credits earned in community colleges and technical institutes.	89%	3%	8%
26. State education agencies should cooperate to develop common goals for career education.	92%	0%	8%
27. Universities should expand their use of business, industry and government as a base for internships and training.	93%	5%	2%
28. There is a lack of clarity in statewide goals for career education.	76%	10%	14%

APPENDIX D1

COMMON COMPETENCIES FOR OCCUPATIONAL TEACHERS

Recognizing the importance of determining common competencies for occupational teachers, the Illinois Division of Vocational Education during the past two years conducted two statewide conferences for the purpose of identifying competencies needed by occupational educators. Using earlier work as a base and recognized research on competency development as a guide, the Master Plan for Personnel Development in Career Education project staff designed and tested a series of 90 competencies for occupational teachers in secondary schools and community colleges.

More than 154 occupational teachers, administrators, and teacher educators participated in the testing activity. The following 90 competencies appear in rank order of their importance as viewed by the respondents. A complete description of the study is available from the Illinois Division of Vocational and Technical Education, Springfield, Illinois, 62701.

1. Revise instruction in accordance with changing occupational demands, student needs, school policy.
2. Select appropriate instructional method(s) for learning situation.
3. Develop classroom instruction based upon individual needs, abilities, and interests of students.
4. Provide laboratory experiences as an integral part of the instructional program.
5. Be stimulating in work as a teacher.
6. Develop and maintain positive environment for learning.
7. Evaluate own techniques and methods of teaching for effectiveness.
8. Design and select student learning activities through which students can accomplish stated performance objectives.
9. Evaluate the overall effectiveness of program in terms of program objectives.
10. Evaluate and provide feedback to students on progress and performance.
11. Select appropriate textbooks and instructional resource(s) for learning situation.
12. Interpret the goals and objectives of occupational education.
13. Utilize a variety of instructional methods in program delivery.
14. Relate to students from different socio-economic backgrounds.
15. Reinforce learning.
16. Employ a variety of instructional resources in program delivery.
17. Assist administrators in developing and maintaining occupational programs.
18. Present occupational information related to instruction.
19. Provide appropriate practice for development and refinement of occupational skills.

20. Utilize a student-centered teaching style.

21. Develop good working relationships with school personnel and staff.

22. Secure on-the-job training stations for students.

23. Identify students in need of counseling and guidance.

24. Plan, coordinate, and supervise cooperative work experience programs.

25. Maintain liaison with employment agencies and potential employers.

26. Employ a variety of individual and group motivational techniques.

27. Utilize individualized instruction materials and activities.

28. Inform students of the nature and requirements of specific occupation.

29. Recognize, interpret, and utilize student actions and behaviors.

30. Plan a personal program of continuing education and development.

31. Provide special training or assistance to students who are disadvantaged or handicapped.

32. Organize the sequence of instruction in manageable units.

33. Maintain safe, orderly, clean program facilities and equipment.

34. Select and obtain equipment, materials, and supplies for instructional purposes.

35. Develop tests and criteria for measuring student performance and progress.

36. Maintain student performance or progress reports.

37. Make use of guidance and counseling services provided by the school.

38. Formulate a personal educational philosophy.

39. Assist students in securing employment.

40. Write measurable performance objectives for program and instructional units.

41. Develop and utilize innovative instructional methods and resources.

42. Select, utilize, and maintain an occupational advisory committee.

43. Develop and communicate rules, procedures, and acceptable standards of students behavior.

44. Relate the occupational program to other instructional programs.

45. Maintain discipline.

46. Communicate ideas and concepts to other teachers, school personnel, and community members.

47. Work cooperatively with individuals and groups in the community.

48. Plan and schedule the utilization of facilities and equipment for maximum student benefit.

49. Interpret and adhere to school policy.

50. Assist students in entering programs of advanced occupational training or education.

51. Articulate occupational program with other educational institutions or programs.

52. Conduct preassessment of student interests, abilities, and aptitudes.

53. Interpret the philosophy and goals of the school.

54. Develop and employ a year-long occupational program plan.

55. Recruit, screen, and select students for programs.

56. Design, conduct, and interpret follow-up studies of program enrollees and graduates.

57. Select appropriate audiovisual materials for instructional purposes.

58. Assist students in developing appropriate study practices.

59. Break down occupation into component parts for instructional and guidance purposes.

60. Utilize local and statewide guidelines for program planning.

61. Maintain necessary reports required by school, state agency, and federal programs.

62. Select and utilize assistance of resource personnel in instructional purposes.

63. Develop a variety of audiovisual materials for instructional purposes.

64. Use counseling techniques to help students solve personal, social, educational problems.

65. Assist in the development of the total school program.

66. Plan and prepare budgets for occupational program.

67. Understand and interpret the community problems and culture.

68. Utilize local and statewide policy in securing reimbursement for occupational programs.

69. Use information contained in professional journals for personal development and improvement of instruction.

70. Conduct community surveys to improve instruction or plan programs.

71. Participate in professional organizations related to occupational area.

72. Function as a director of learning resources.

73. Promote and conduct adult occupational programs.

74. Conduct and interpret a task or activity analysis for occupation.

75. Counsel and advise parents.

76. Relate personal experiences and current events to occupational instruction.

77. Develop a system for filing and records management.

78. Interpret the legal responsibilities and liabilities of a teacher.

79. Write a daily instructional plan.

80. Adapt your appearance and apparel to acceptable standards for teachers.

81. Promote special training or assistance to students who are disadvantaged or handicapped.

82. Participate in community organizations and activities.

83. Participate in local teacher organizations and activities.

84. Interpret the socio-economic and power structure of the community.

85. Write reports and news releases.

86. Build models and displays for instructional purposes.

87. Identify acceptable community social behavior for teachers.

88. Employ standarized tests for guidance and placement purposes.

89. Reproduce instructional materials with a variety of duplicating equipment.

90. Interpret the history of vocational occupational, and career education.

APPENDIX D2

COMPETENCIES FOR OCCUPATIONAL ADMINISTRATORS

The following identified competencies for occupational administrators were developed as a part of a project entitled, "A Competency Based Model Graduate Program in Occupational Education Administration." This research activity funded by the Illinois Board of Vocational and Technical Education and conducted jointly by Dr. Edward Anderson of Illinois State University and Dr. Wayne Ramp of Southern Illinois University at Carbondale sought to identify key behavioral competencies which should be possessed by individuals having the responsibility for administering occupational programs.

A complete copy of the report which details alternative learning activities appropriate for obtaining identified competencies is available from the Illinois Division of Vocational and Technical Education.

1. *Program Planning and Implementation Competency:* Be responsible and accountable for promoting, developing, sustaining, and evaluating vocational education programs for a comprehensive high school system, an area secondary vocational center, or a community college.

   1.1 Given the task of planning a total vocational program, the occupational education leader will be able to:

   a. prepare a short-range and a long-range program plan for vocational education in the school.
   b. determine the occupations for which training is to be offered in the vocational program.
   c. analyze long-range course needs for the vocational program.
   d. identify the competencies needed for entry into an occupation.
   e. secure assistance from staff members in the preparation of the local plan.
   f. submit a proposed program plan to the local administration based upon the results of a vocational education survey.
   g. analyze job market, student interests, initial cost, and ongoing cost related to existing or proposed specialized vocational programs.
   h. write general objectives for a vocational education program.
   i. determine manpower implications for vocational education.
   j. verbalize the economic implications for vocational education.
   k. secure the services of Federal and State agencies for program development.

l. identify employment trends at the local, state, regional and national level.
m. identify changes in technology and equipment in industry relating to existing vocational programs.
n. design relevant programs and courses that are reflective of constantly changing occupations.
o. provide leadership in the identification of the vocational education purposes and how they relate to the objectives of the institution.
p. develop programs geared to the disadvantaged and special needs student.
q. develop and present a program to prospective students and the community which explains the vocational program available to them.
r. apply the knowledge of state and federal legislation and its impact upon program planning.

1.2 Given the need for using external resources in program planning, the occupational education leader will be able to:
a. enlist the aid of state employment office personnel, key figures in business and industry, state staff, and teacher-training institutions for program planning purposes.
b. consult the local office of the U.S. Employment Service to obtain information on manpower trends and needs.
c. identify the role and function of advisory committees and orient the committee to that role and function.
d. obtain school board authorization for organizing an advisory committee.
e. establish the criteria for and select advisory committee members.
f. establish a working relation ship with advisory committee members.
g. enlist the aid of the advisory committee for long-range program planning purposes.
h. use the expertise of the advisory committee in making an analysis of an occupational field.
i. enlist the assistance of management and labor representatives to identify a variety of occupational opportunities.

1.3 Given an operational occupational education program, the occupational education leader will be able to:
a. develop a procedure for keeping all staff members informed about all vocational programs and courses.
b. provide leadership for redesigning programs and courses as a result of an administrative edict.
c. schedule staff and facilities for maximum program utilization.
d. seek agreements with community sources for providing additional program opportunities.
e. evaluate alternative instructional avenues in terms of benefit vs. cost.
f. build flexibility into the vocational schedule so that students can change their level of training if justified.
g. identify specific legal limitations effecting vocational students in hazardous occupations.
h. analyze current and projected instructional needs.

1.4 Given the need to improve instruction and modify program components, the occupational education leader will be able to:
a. assess program direction in light of criteria provided through organizational patterns at the state and federal level.
b. involve employers and labor representatives when evaluat-

ing vocational courses and programs.

c. involve students, staff members, administrators and outside agencies in the evaluation of the vocational program.

d. develop and implement a procedure for evaluating the total vocational program.

2. *Recruitment Competency:* Analyze from a base of knowledge, sources of applicants and the requirements of each position, in terms of job specifications, professional preparation and interpersonal relations needed for a position.

2.1 Given a packet of job descriptions, and other relevant data, the occupational education leader will be able to:

a. determine sources from which applications may be received, i.e., colleges and universities.

b. determine alternate sources of employees such as neighboring schools and industry.

2.2 Given a set of credentials and data relevant to the position to be filled the occupational education leader will be able to:

a. determine which person can meet present instructional needs.

b. predict candidate ability to meet future instructional needs.

c. determine the stability of the candidate, and the likelihood of providing stability to the staff.

2.3 Given training in the interview process the occupational education leader will be able to:

a. determine an applicant's perception of his role as an instructor.

b. depict the instructional responsibility of an open position.

c. assess an applicant's attitude toward himself during the interviewing.

d. evaluate the feeling of the applicant about the importance of the position he seeks.

2.4 After evaluating credentials and interviewing the applicant, the occupational education leader will be able to:

a. choose the job applicant whose temperament, academic preparation, and professional attitude best suit the position open.

b. hire paraprofessional staff members.

3. *Personnel Development and Management Competency:* Stimulate the development of, establish, and evaluate the criteria and the processes by which faculty members may be evaluated, promoted, disciplined, and released through due process in order to assure the quality of the faculty and high faculty morale.

3.1 Given a group of new staff members the occupational education leader will be able to:

a. help new staff members acclimate themselves to the job and the community, especially the first few days.

b. assist new staff members to understand the policies and regulations of the institution.

3.2 Given staff needs, individual staff characteristics, a description of the educational environment and its budget, the occupational education leader will be able to:

a. provide inservice training to serve individual needs of those being trained.

b. develop and implement an inservice program for all staff members with special activities for beginning teachers.

c. promote among staff members the desire for constructive interrelationships with students.

d. encourage staff members to pursue academic and work experience to develop or up-date skills.

e. explain to staff members in an

objective manner where they are most qualified and where they are most lacking.

f. plan with staff members for their continued professional growth through specific academic and non-academic experiences.

3.3 Given individual performances and accomplishments and the personality of staff members, the occupational education leader will be able to:

a. identify factors which provide staff members with job satisfaction and dissatisfaction.

b. state legal requirements for dismissal or failure to grant tenure to a staff member.

c. inform a person when he is in danger of being dismissed and give him the opportunity to take steps to avoid dismissal.

d. inform a person who is not to be rehired specific, concrete reasons for his dismissal.

e. criticize a staff member without stripping him of his dignity.

f. supply another hiring official an objective account of your reasons for dismissing a former staff member if that official contacts you.

g. determine staff members' interests before establishing an inservice training program.

h. maintain staff morale particularly when there is disagreement among staff members concerning one or more aspects of the existing program or new programs being proposed.

i. foster a climate where teachers look for ways to cooperate with other disciplines in providing broader experiences for students.

j. create a climate in which staff members believe that their inquiries are welcomed by colleagues and support personnel alike, and do not represent shortcomings but a desire to learn.

k. explain the position(s) of administrative bodies to staff members who resent or disagree with the position(s) taken.

4. *Program Operation Competency:* Place in operation all program components, staff, students and all other resources to provide a functional program which meets the needs of students and the community.

4.1 Given knowledge of staff problems and scheduling difficulties the occupational education leader will be able to:

a. identify methods of securing assistance from your staff in problems arising in program operation.

b. provide a safe, healthful environment which is conducive to staff members work.

c. balance work loads of staff members.

d. utilize effective scheduling of staff members and facilities to afford maximum benefits.

4.2 Given information on student teaching policies, regulations, and institutional objectives, the occupational education leader will be able to:

a. assist supervising teachers in interpreting policies and regulations of the institution to student teachers.

b. evaluate classroom instruction based on stated goals within the framework of the philosophy and goals of the institution.

c. identify performance standards for each task in an occupation to the staff members training students for that occupation.

4.3 Given knowledge of working with advisory committees, institutional or community professionals, the occupational education leader will be able to:

a. recruit businessmen, professionals, and technicians as re-

source persons for vocational classes.

b. establish working relationships with advisory committee members.
c. supervise the advisory committee in conducting a vocational education survey.
d. indicate resource persons who can provide consultation service to the advisory committee.
e. communicate the date, place, and agenda of an advisory committee meeting to all persons concerned.
f. collect occupational data from employers to identify vocational education needs.

4.4 Given knowledge of special reports, data collection and educational surveys, the occupational education leader will be able to:
a. organize reports into a concise form so that only the data related to the subject of the report is printed.
b. accumulate data of vocational reports required by the state department of education.
c. obtain administrative approval for a vocational education survey.
d. design a concise, clear follow-up instrument which will furnish needed data and that is brief enough that participants will complete and return the instrument.

4.5 Given a knowledge of accident prevention, legal requirements, and student special needs, the occupational education leader will be able to:
a. develop and communicate a safety program based on legal requirements and safety standards which will permit optimum utilization of equipment.
b. adapt existing instructional programs to students with special needs.

4.6 Given knowledge of vocational programs, scheduling of faculty and students the occupational education leader will be able to:
a. evaluate content and time allotted for present courses and programs.

5. *Program Management Competency:* Apply management techniques to all aspects of a total vocational program utilizing external and internal resources.

5.1 Given the knowledge of supervisory, delegative, and cooperative responsibilities and the means of their effective application with staff personnel, the occupational education leader will be able to:
a. identify those staff members who are capable and willing to accept and carry out responsibilities delegated to them.
b. incorporate controversial issues when making a decision on one particular issue.
c. utilize the skills of staff members in solving problems related to the vocational programs, and give due credit to the individuals involved.
d. establish an effective chain of command with a responsible supervisor at each level.
e. keep staff members clearly informed as to what is expected of them.
f. inform staff members of the accepted methods to be used in the resolution of grievances.
g. settle grievances quickly after listening to all issues and positions.
h. secure maximum performance from staff members.
i. assist staff members in defining goals, tasks, and purposes of new programs as well as developing new approaches to instruction (team teaching, modular scheduling, etc.).

5.2 Given a school program and the procedures involved to effectively guide the student's learning and

meeting of his goals, the occupational education leader will be able to:

a. appraise the value of general education to vocational students.
b. appraise the value of various testing methods as a basis for counseling students.
c. evaluate programs on the basis of the progression of student behavior toward established goals.
d. determine the reasons students drop out of the vocational program.
e. determine the need for follow-up study questionnaires.
f. devise a system for continual follow-up information on the placement, employment and training status of each graduate of the vocational program.
g. motivate staff members to provide information to prospective students for all vocational offerings.
h. work with guidance personnel to develop occupational information describing local and national opportunities.
i. suggest to teacher-coordinators methods of improving in-school and on-the-job cooperative vocational education instruction.
j. interpret the role of guidance, counseling and placement in vocational education.

5.3 Given the knowledge of management techniques, the occupational education leader will be able to:

a. define background information concerning controversial issues which require decisions.
b. interpret and apply federal legislation related to vocational education.
c. correlate job market, student interest, initial cost and on-going cost related to existing or proposed specialized vocational programs within the vocational education program.
d. delegate authority to units or individuals nearest the point where the action takes place.
e. perceive evaluation of the program as the responsibility of students, staff members, administrators and outside agencies.
f. express and demonstrate a philosophy consistent with the objectives of vocational education.
g. realize when he has made a mistake and profit from the experience.
h. examine controversial positions, make a decision and justify the position taken.
i. maintain ethical standards expected of a professional educator.
j. devise a plan for survey staff to follow in conducting a vocational education survey.
k. cooperate with fellow administrators in educational planning and decision making at the local level.
l. select the most appropriate system or procedure for each problem with which he is faced.

5.4 Given the procedures for establishing public relations and the ability to interpret and comply with legislation at the local, state and federal levels, the occupational education leader will be able to:

a. utilize state office personnel anytime their expertise can assist in any facet of the vocational program.
b. plan, schedule, execute and evaluate inservice training systematically.
c. cooperate with state staff members in promoting, developing, sustaining and evaluating vocational programs.

6. *Management of Physical Facilities, Supplies and Equipment Competency:* Prepare budgets and acquire and utilize facilities, supplies and equipment to their greatest advantage for the institution.
   6.1 Given the current budget, an inventory of present physical facilities and the curriculum, the occupational education leader will be able to:
      a. specify the long range facility, equipment and supply needs for the vocational education program.
      b. prepare a long-range budget which projects the financial needs of the total vocational education program.
      c. plan an operating budget proposal for consumable supplies, services and materials needed in a vocational course.
      d. prepare a capital outlay budget proposal for the total vocational program.
      e. prepare budgets based on anticipated incomes from federal, state and local sources.
      f. file reimbursement claims with the Division of Vocational and Technical Education.
      g. analyze capital outlay and projected funds needed to begin and continue a new vocational course or program.
      h. allow for flexibility in a budget for price changes, enrollment changes and new products.
      i. develop and implement a procedure for establishing priorities for the use of funds and other available resources.
      j. verbalize and substantiate budgeting priorities, property and accountability decisions you have made to appropriate persons at any time.
   6.2 Given budgetary information and present needs of the vocational program, the occupational eduation leader will be able to:
      a. identify financial requirements for purchasing needed equipment.
      b. arrange for additional vocational facilities to accommodate expanded enrollments and technological advancements related to the vocational program.
      c. identify various sources of securing needed equipment.
      d. design a procedure for acquiring the supplies and equipment needed in each vocational course.
      e. identify new tools and equipment needed for the vocational program during the current academic year.
   6.3 Given the floor plan of physical facilities the occupational education leader will be able to:
      a. plan vocational laboratory layouts to gain maximum benefits from available space.
      b. equip teaching stations to achieve the stated objectives for each program.
7. *Public Relations and Publicity Competency:* Analyze the overall structural aspect of the public relations and publicity network in order to: a) better evaluate sources and kinds of information available, b) better utilize the communication media to convey vital information to the various situationally involved groups and individuals throughout the community, and c) become personally involved in service groups.
   7.1 Given a number of general problems associated with occupational education, the occupational education leader will be able to:
      a. identify the make-up of the community before planning a program of school-community relations.
      b. obtain informal feedback on the vocational program through contacts with individuals in the school and community.

c. evaluate the degree to which the objectives of the community relations program have been met.
d. ascertain and evaluate public opinion about vocational programs.

7.2 Given an outline of the purposes of occupational education and a description of the community, the occupational education leader will be able to:
a. speak to school and community groups about the vocational program.
b. publicize the establishment of the advisory committee, its members and its functions to the school and community.
c. communicate what is going on in business and industry to the school staff.
d. publicize the purposes and objectives of a vocational education survey.
e. use a variety of communication techniques on a carefully planned basis to influence public opinion.
f. conduct public relations activities to reach *external* publics (merchants, businessmen, community organizations, professional organizations, etc.).
g. conduct public relations activities to reach *internal* publics (school administrators, teachers, guidance staff, and students).
h. write articles about newsworthy activities being carried on in the vocational program, for the news media.
i. conduct an open house to familiarize members of the school and the community with activities of the vocational program.
j. provide brochures to acquaint the school and community with various aspects of the vocational program.

7.3 Given the description of the formal and informal power structure of the community, the occupational education leader will be able to:
a. identify ways staff members can achieve community involvement which will build better public relations for vocational education.
b. work with different racial and ethnic groups within the community.
c. describe to vocational education staff members how they can improve their image by productively participating in community, civic, service or social organizations.
d. assist with community, business and industry sponsored activities.
e. identify supportive community service groups.

APPENDIX D3

COMPETENCIES FOR CAREER COUNSELING AND GUIDANCE PERSONNEL

Throughout the Personal Interviews conducted as a part of this study and from such documents as the Composite Evaluation Report (1972) it was apparent that the delivery of occupational and career education programs could be substantially enhanced through improved development (preservice and inservice) of career guidance personnel. At a minimum personnel development activities for such individuals need to provide for the acquisition of specific competencies to:

- utilize theories of career development and knowledge of occupational information in planning programs and activities which improve career development for all students;
- plan, conduct, and evaluate a comprehensive program of career guidance for all students within the school;
- design and conduct career counseling and guidance activities for groups of students;
- train instructional personnel and administrators in the use of basic counseling techniques and in the interpretation of career guidance information.

Identifying specific competency requirements needed by career guidance personnel is an important item on the agenda for teacher training institutions and all those who seek true career guidance as opposed to the typical educational guidance provided in most secondary schools and community colleges. A pilot study of such needed competencies was conducted by Dr. Virginia Moore and Mrs. Janet Dixon of Southern Illinois University at Edwardsville. While preliminary in nature, the following identified competency statements provide a good format for further study and development.

BASIC CAREER GUIDANCE COMPETENCIES

1. Select, administer and interpret aptitude, interest, and achievement tests.
2. Utilize effective interview techniques.
3. Utilize occupational experience of various staff members in generating understanding about careers.
4. Involve community resource personnel in providing information on careers.
5. Select and demonstrate appropriate group dynamics techniques.
6. Employ and utilize student follow-up information in program evaluation.
7. Design and utilize appropriate data collection procedures.
8. Report accurately and systematically relevant career guidance information.
9. Develop an appropriate student record system.
10. Develop techniques to interpret and utilize information from student records.
11. Work with different racial and ethnic groups within a given community.
12. Work with community and professional service groups.

13. Communicate with school administration.

14. Utilize community resources on year round basis.

15. Apply knowledge of career information and educational opportunities.

16. Apply knowledge of sociopsychological background of clients.

17. Conduct local employment studies on needs and opportunities.

18. Demonstrate problem solving ability.

19. Develop a "helping" relationship.

20. Counsel students, teachers, and parents.

21. Supply educational and career information.

22. Teach others how to use educational and career information materials.

23. Assist others in planning and conducting career guidance activities.

24. Conduct inservice training for teachers, administrators, and counselors in career-related areas.

25. Determine when, where and how to make referrals.

26. Identify methods of attitude assessment.

27. Demonstrate knowledge of special curricular programs with vocational emphasis (coop, DO, DE, etc.).

28. Interact with people with different philosophies and backgrounds.

29. Interpret, understand, complete, and compile records and reports.

30. Determine types and cost of equipment for own specialized area.

31. Package resources to meet individual needs.

32. Communicate and work with paraprofessionals.

33. Communicate empathy.

34. Assist students in their assimilation, evaluation and understanding of career information.

35. Analyze career opportunities in terms of personal, social, and economic characteristics.

36. Organize, classify and make accessible a career information file.

37. Coordinate flow of career information from state, private and corporate agencies.

38. Interpret data from local and national labor market and recognize the implications of future needs.

39. Develop procedures to encourage total staff utilization of career information.

40. Conduct group guidance activities on specific occupations and careers.

41. Participate and cooperate as a member of the K-14 occupational education team.

42. Assist in establishment of a placement office for students graduating or leaving school.

43. Relate and communicate with other staff, representatives of agencies and employers.

44. Discuss current procedures in obtaining employment.

45. Ability to interpret surveys as they relate to manpower and student needs.

46. Identify occupational information that could benefit students.

47. Communicate a commitment to the basic career education philosophy.

48. Understand school law, code, liability.

49. Interpret school policy and procedures.

50. Interpret theories of occupational choice and their implications.

51. Identify contemporary and current career trends and directions.

52. Interpret current demographic data.

53. Assess interests, aptitudes, and abilities for current and long-range career planning.

54. Assist in educational and career placement.

55. Assist students in making accurate self-appraisals in terms of interests, values, and abilities.

56. Use data systems for delivery of career information.

57. Determine present career preferences in order to predicting work satisfactions.

58. Assist in the organization and direction of career information resource centers.

59. Explain the impact of political, social, and economic conditions on career education.

60. Understand the integral relationship of the career education to the total educational program.

61. Recommend curriculum revisions which will enhance career preparation and development.

62. Serve as initiator and facilitator in dialogue, between students, parents, employers, and school officials.

63. Understand the technical language of career education.

64. Assist students in reaching desired objectives in career development and preparation.

65. Utilize advisory committee in identification of goals.

66. Assist teachers in selecting and using learning resources suitable for various groups.

67. Develop awareness of himself, pressures and implications of his action on the educational program.

68. Assist in development of selection

criteria for career education programs.

69. Assess new developments in curricula.

70. Assist teachers in understanding and accepting individual potential based on students needs and interests.

71. Understand environmental factors and their implications for learning.

72. Assist students in evaluating initial employment.

73. Utilize local news media for dissemination of information.

74. Recognize the need for involvement and leadership within the total education system.

75. Identify and involve staff members within guidance programming.

76. Identify disadvantaged and special need students.

77. Create a climate where people are encouraged to use their ability and expertise.

78. Orient new staff.

79. Develop and maintain effective professional relationships.

80. Utilize the systems approach in program planning, implementation, and evaluation.

81. Share responsibilities with staff members.

82. Assist in evaluating and planning the total educational program.

APPENDIX E

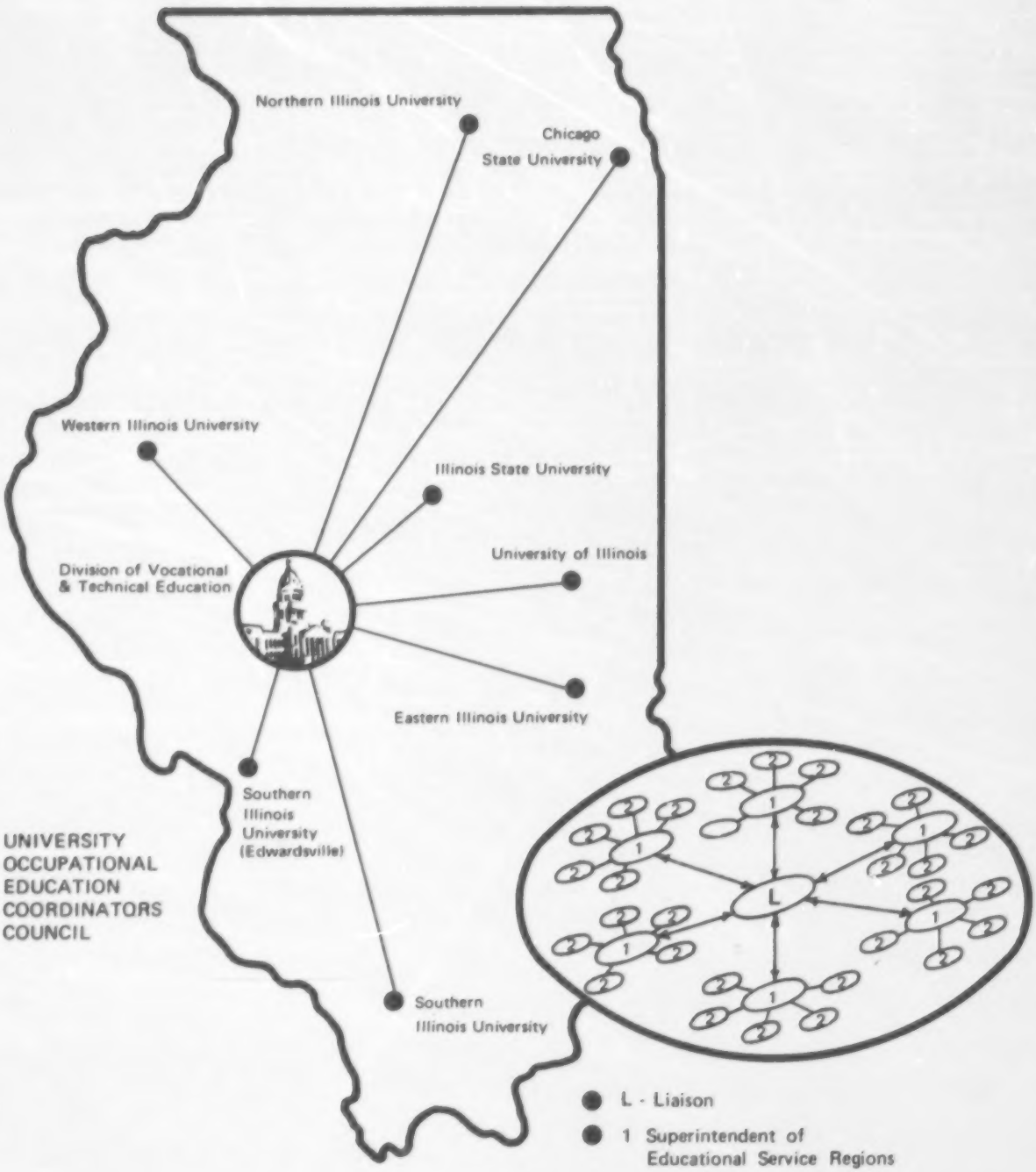
UNIVERSITY OCCUPATIONAL EDUCATION COORDINATORS COMMITTEE

The University Occupational Education Coordinators Committee was formed in 1970 by the Division of Vocational and Technical Education and continues to the present. This group was formed for the expressed purpose of articulating and validating personnel development activities performed within public university teacher training programs in Illinois.

Acting in an advisory capacity to the Division, the Committee is composed of one individual from the staff of each of the eight state universities. These individuals are appointed by the president of their respective universities and are responsible for coordinating the activities between their campuses and the Division as they relate to personnel development. Their responsibility extends across all service areas including health, industrial oriented, personal and public service, business, marketing and management, and applied biological and agricultural.

The Committee has developed priorities for personnel development, identified major problem areas for the implementation of career education in the state, worked to plan and improve instruction, and in general has created an atmosphere for coordinating various activities and functions of their universities.

CHART 1


Northern Illinois University
Chicago State University
Western Illinois University
Illinois State University
University of Illinois
Division of Vocational & Technical Education
Eastern Illinois University
Southern Illinois University (Edwardsville)
Southern Illinois University
UNIVERSITY OCCUPATIONAL EDUCATION COORDINATORS COUNCIL
L
1
1
1
1
1
1
L - Liaison
1 Superintendent of Educational Service Regions
2 Local Educational Agencies, Private Colleges & Universities

BIBLIOGRAPHY

Cotrell, Calvin J. and Others. *A Foundation for Performance-Based Instruction.* Research and Development Series No. 74. The Center for Vocational and Technical Education, The Ohio State University. Columbus, Ohio. 1972.

Division of Vocational and Technical Education. *Composite Evaluation Report for Occupational Education in the State of Illinois, Fiscal Year 1972.* Division of Vocational and Technical Education. Springfield, Illinois. 1972.

Elam, Stanley. "A Resume of Performance-Based Teacher Education: What is the State of the Art?" American Association of Colleges for Teacher Education. Washington, D.C. 1972.

Evans, Rupert N. and David R. Terry. *Changing the Role of Vocational Teacher Education.* McKnight & McKnight Publishing Company, Bloomington, Illinois. 1971.

Folger, John K. and Others. *Human Resources and Higher Education.* Russell Sage Foundation. New York. 1970.

Forgey, George W. "A Survey Study of Selected Illinois Vocational Education Personnel: Qualifications, Needs, Trends, and Implications." Mid-State Educational Consultants for State of Illinois Advisory Council on Vocational Education. Normal, Illinois. 1972.

Gysbers, Norman C. "Career Guidance for Every High School Student," in *Emerging Students and the New Career Thrust in Higher Education.* American College Testing Program. Iowa City, Iowa. 1971.

Halfin, Harold H. and Wayne E. Courtney. "The Identification of the Common Professional Training Requirements of Vocational Education Teachers." Board of Regents of Vocational Education Teachers." Board of Regents of Wisconsin State Universities. Madison, Wisconsin. 1970.

Illinois Board of Higher Education. *A Master Plan for Higher Education in Illinois, Phase III–An Integrated State System.* Illinois Board of Higher Education. Chicago, Illinois. 1971.

Office of the Superintendent of Public Instruction. *Action Goals for the Seventies: An Agenda for Illinois Education.* Office of the Superintendent. Springfield, Illinois. 1972.

Office of the Superintendent of Public Instruction. *Teacher Service Record.* Office of the Superintendent. Springfield, Illinois. 1972.

Parks, Darrell L. "A State Model for Professional Personnel Development in Vocational Education," in *Comprehensive Vocational Education Personnel Development and Utilization.* United States Department of Health, Education and Welfare. U.S. Government Printing Office. Washington, D.C. 20402. 1972.

President's Commission on School Finance. *Schools, People, and Money: The Need for Educational Reform.* U.S. Government Printing Office. Washington, D.C. 1972.

Ramp, Wayne and Edward Anderson. "Model Graduate Program in Occupational Education." Board of Vocational and Technical Education, State of Illinois. Springfield, Illinois. 1972.

Schaefer, Carl J. and Darrell Ward. *A Model for a Comprehensive State Personnel Development System in Vocational Education.* Leadership Training Series No. 37. The Center for Vocational and Technical Education, The Ohio State University. Columbus, Ohio. 1972.

Super, Donald E. and Others. *Career Development: Self-Concept Theory.* College Entrance Examination Board. New York. 1963.

Swanson, Gordan I. and R. Paul Marvin. "Evaluation of a Comprehensive Vocational Education Personnel Development System," in *Comprehensive Vocational Education Personnel Development and Utilization.* United States Department of Health, Education and Welfare. U.S. Government Printing Office. Washington, D.C. 20402. 1972.

Tillery, D. and Others. "Oakland Inner-City Project of the Peralta Colleges: An Interim Appraisal." United States Office of Education, Washington, D.C. 1969.

Publication of this Document has been made possible through funds from the United States Office of Education, Education Professions, Development Act, Part F, Section 553.